Be Bold Curriculum

Contents

‘Be Bold’ Curriculum Topic Overview

Year A (2019-20)

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Year B (2020-21)

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
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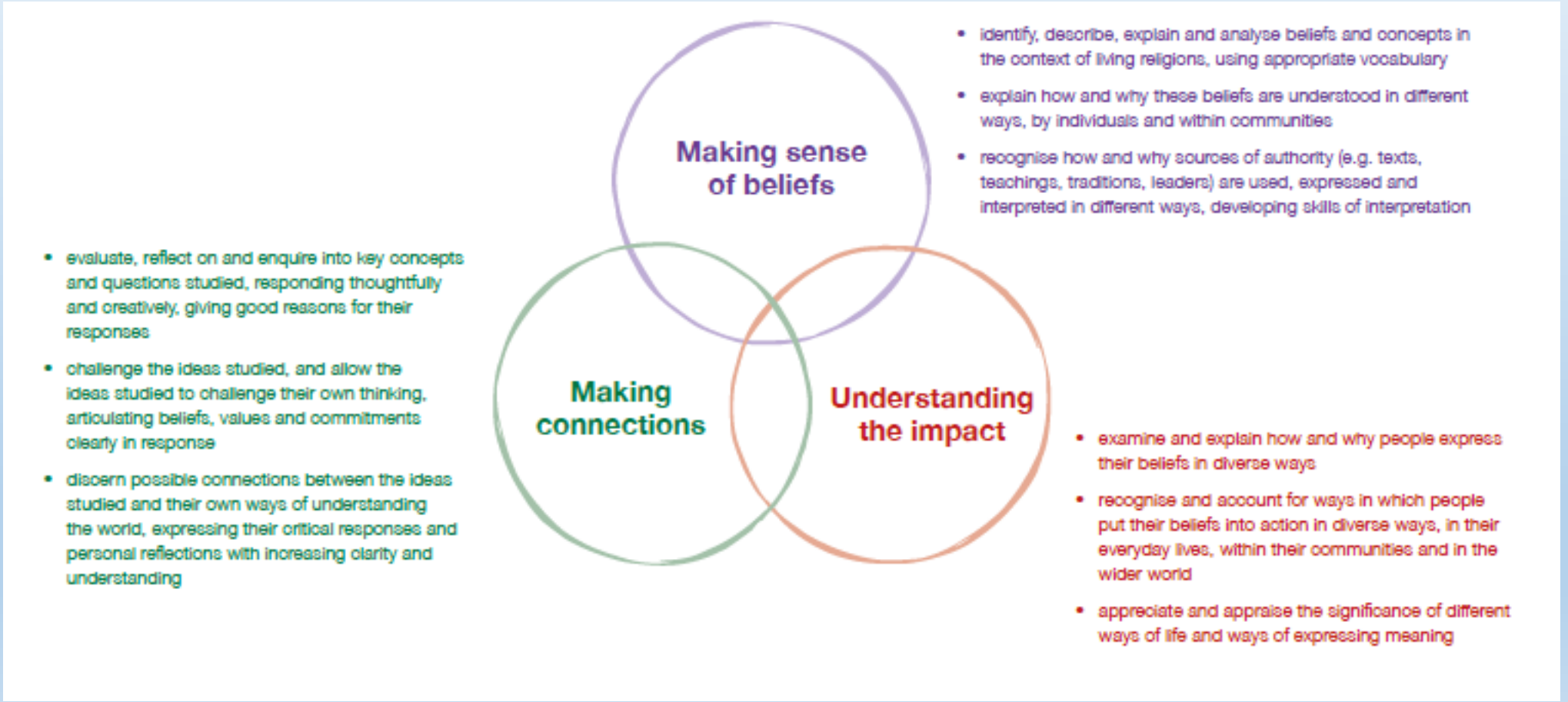
Teaching and learning approach and the aims for R.E in Cornwall

This diagram shows how the three elements of the teaching and learning in the syllabus reflect the aims for R.E.



RE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Where do we belong?	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?
Year 1/2 A	Who do Christians say made the world? (Creation)	What is the 'Good news' Christians believe Jesus brings? (Gospel)	Who is a Muslim and how do they live? Double unit – Part 1	Why does Easter matter to Christians? (Salvation)	Who is a Muslim and how do they live? Double unit – Part 2	What makes some people and places in Cornwall sacred? (Curriculum Kernewick)
Year 1/2 B	What does it mean to belong to a faith community?	Why does Christmas matter to Christians? (Incarnation)	Who is Jewish and how do they live? Double unit – Part 1	Who is Jewish and how do they live? Double unit – Part 2	What do Christians believe God is like? (God)	How should we care for others and the world and why does it matter?
Year 3/4 A	What do Christians learn from the creation story (Creation)	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	For Christians, what was the impact of Pentecost? (Kingdom of God)	How and why do people in Cornwall mark significant events in community life? (Curriculum Kernewick)
Year 3/4 B	What kind of world did Jesus want? (Gospel)	What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What is it like for someone to follow God? (People of God)	How and why do people try and make the world a better place?
Year 5/6 A	How do Christians decide how to live? What would Jesus do? (Gospel)	Why is the Torah so important to the Jewish people?	For Christians, what kind of king was Jesus? (Kingdom of God)	What do Christians believe Jesus did to 'save' people? (Salvation)	What does it mean to be a Muslim in Britain today?	What matters most to Humanists and Christians?
Year 5/6 B	What does it mean for Christians to believe God is holy and loving? (God)	Why do Christians believe Jesus is the Messiah? (Incarnation)	Creation and science: conflicting or complementary? (Creation)	Why do some people believe in God and some people not?	Why do Hindus try to be good?	Does faith help people in Cornwall when life gets hard? (Curriculum Kernewick)

RE Overview – Year R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	**Why is the word 'God' special to Christians?** **Enquiry Questions** What does the word 'God' mean? Which people believe in God? Which people believe God is the creator of everything? What is amazing about the world? What do Christians say about God as creator? What is the story that Christians use to think about the creator?	**Why is Christmas special for Christians?** **Enquiry Questions** What special stories about Jesus are in the Bible? Why do Christians celebrate Jesus' birthday? Why do Christians perform Nativity plays at Christmas? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God?	**Where do we belong?** **Enquiry Questions** How do we show respect for one another? How do we show love / how do I know I am loved? Who do you care about? How do we show care / how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?	**Why is Easter special for Christians?** **Enquiry Questions** What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come to life again? What do Christians believe happened to Jesus? Why do Christians believe it is such an important story? What do Christians do at Easter? Why do we have Easter eggs?	**Which places are special and why?** **Enquiry Questions** Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?	**Which stories are special and why?** **Enquiry Questions** What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's stories?

RE Overview – Year 1/2 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	**Who do Christians say made the world? (Creation)** **Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	**What is the 'good news' Christians say Jesus brings? (Gospel)** **Make sense of belief:** • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave **Understand the impact:** • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) **Make connections:** • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	**Who is a Muslim and how do they live? Double unit – Part 1** **Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**Why does Easter matter to Christians? (Salvation)** **Make sense of belief:** • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) **Understand the impact:** • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter **Make connections:** • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	**Who is a Muslim and how do they live? Double unit – Part 2** **Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**What makes some people and places in Cornwall sacred? (Curriculum Kernewick)** **Make sense of belief:** Recognise that there are special people and places in Cornwall that are sacred to believers Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there Re-tell a story about a Cornish Saint and connect this story to the local area **Understand the impact:** Give examples of stories, objects and symbols used in churches, which show what people believe Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this **Make connections:** Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places

RE Overview – Year 1/2 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 B	**What does it mean to belong to a faith community?** **Make sense of beliefs:** • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:** • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	**Why does Christmas matter to Christians? (Incarnation)** **Make sense of belief:** • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas.	**Who is Jewish and how do they live? Double unit – Part 1** **Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Who is Jewish and how do they live? Double unit – Part 2** **Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**What do Christians believe God is like? (God)** **Make sense of belief:** • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	**How should we care for others and the world and why does it matter?** **Make sense of belief:** • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world **Make connections:** • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

RE Overview – Year 3/4 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	**What do Christians learn from the creation story (Creation)** **Make sense of belief:** • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world **Understand the impact:** • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness **Make connections:** • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.	**What do Hindus believe God is like?** **Make sense of belief:** • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu *murtis* express about God **Understand the impact:** • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship **Make connections:** • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea o f everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	**What does it mean to be a Hindu in Britain today?** **Make sense of belief:** • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*) **Understand the impact:** • Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) **Make connections:** • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	**Why do Christians call the day Jesus died 'Good Friday'? (Salvation)** **Make sense of belief:** • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week **Understand the impact:** • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways **Make connections:** • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	**For Christians, what was the impact of Pentecost? (Kingdom of God)** **Make sense of belief:** • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now **Understand the impact:** • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship **Make connections:** • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	**How and why do people in Cornwall mark significant events in community life?** **(Curriculum Kernewick)** **Make sense of belief:** -Identify festivals that are unique to Cornwall and explain how they started -Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall **Understand the impact:** -Describe special times in the Cornish year. Make simple links between beliefs and importance of these special events to the people of Cornwall -Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions **Make connections:** -Raise questions and suggest answers about why it is important for everyone to feel part of a community -Make links behind festivals that mark different times of the year in Cornwall -Give good reasons why they think ceremonies of commitment are or are not valuable today

RE Overview – Year 3/4 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 B	**What kind of world did Jesus want? (Gospel)** **Make sense of belief:** • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian **Understand the impact:** • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways **Make connections:** • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	**What is the 'Trinity' and why is it important for Christians? (God/Incarnation)** **Make sense of belief:** • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today **Understand the impact:** • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live **Make connections:** • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	**How do festivals and worship show what matters to a Muslim?** **Make sense of belief:** • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God) **Understand the impact:** • Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) **Make connections:** • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	**How do festivals and family life show what matters to Jewish people?** **Make sense of belief:** • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today **Understand the impact:** • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities **Make connections:** • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	**What is it like for someone to follow God? (People of God)** **Make sense of belief:** • Make clear links between the story of Noah and the idea of covenant **Understand the impact:** • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony **Make connections:** • Make links between the story of Noah and how we live in school and the wider world.	**How and why do people try and make the world a better place?** **Make sense of belief:** • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place **Understand the impact:** • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action **Make connections:** • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their answers.

RE Overview – Year 5/6 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 A	**How do Christians decide how to live? What would Jesus do? (Gospel)** **Make sense of belief:** • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives **Make connections:** • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.	**Why is the Torah so important to the Jewish people?** **Make sense of belief:** • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them **Understand the impact:** • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) **Make connections:** • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	**For Christians, what kind of king was Jesus? (Kingdom of God)** **Make sense of belief:** • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations **Understand the impact:** • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways **Make connections:** • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.	**What do Christians believe Jesus did to 'save' people? (Salvation)** **Make sense of belief:** • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice **Understand the impact:** • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways **Make connections:** • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.	**What does it mean to be a Muslim in Britain today?** **Make sense of belief:** • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet) **Understand the impact:** • Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways **Make connections:** • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	**What matters most to Humanists and Christians?** **Make sense of belief:** • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view **Make connections:** • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

RE Overview – Year 5/6 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 B	**What does it mean for Christians to believe God is holy and loving? (God)** **Make sense of belief:** • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact:** • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship **Make connections:** • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	**Why do Christians believe Jesus is the Messiah? (Incarnation)** **Make sense of belief:** • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms **Understand the impact:** • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible **Make connections:** • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	**Creation and science: conflicting or complementary? (Creation)** **Make sense of belief:** • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations **Understand the impact:** • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together **Make connections:** • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	**Why do some people believe in God and some people not?** **Make sense of belief:** • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God **Understand the impact:** • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) **Make connections:** • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.	**Why do Hindus try to be good?** **Make sense of belief:** • Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc. **Understand the impact:** • Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways **Make connections:** • Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.	**Does faith help people in Cornwall when life gets hard? (Curriculum Kernewick)** **Make sense of belief:** - Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life -Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences **Understand the impact:** -Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement) -Give examples of ways in which beliefs about resurrection/ judgement/heaven/reincarnation make a difference to how someone lives **Make connections:** -Consider Cornwall as a place of refuge, inspiration and challenge -Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own

Science Overview
Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Animals including humans	STEM careers and significant people	Everyday materials	Investigations	Seasonal changes	Plants Living things and their habitats
Year 3 / 4	Living things their habitats	Electricity	Rocks and materials	Forces and magnets	States of matter	Animals including humans (yr3)
Year 5 / 6	Living things and their habitats (Y5)	Light	Earth and space	Properties of materials	Animals including humans (Y6)	Animals including humans (Y5) Revision linked to real life Science

Children in KS1 will cover the same topics each year. The planned tasks within the topics will be differentiated according to Year group expectations, please see individual Year group overview for National Curriculum objectives.

Science Overview
Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Plants Animals including humans	Investigations	STEM careers and significant people	Living things and their habitats. The environment	Everyday materials	Living things and their habitats: microhabitats
Year 3 / 4	Living things and their habitats	Light	Sound	Animals including humans (Yr4)	Plants- functions and requirements	Plants- lifecycle
Year 5 / 6	Forces	Electricity	Evolution and inheritance	Changes of materials	Living things and their habitats (Y6)	Revision linked to real life Science

Children in KS1 will cover the same topics each year. The planned tasks within the topics will be differentiated according to Year group expectations, please see individual Year group overview for national curriculum objectives.

Science Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	**Animals including humans** **Year 1** •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Year 2** •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) •describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. •explore and compare the differences between things that are living, dead, and things that have never been alive **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**STEM careers and significant people** Children will be focusing on several STEM careers to focus on aspirations for future careers, such as: • Vet • Scientist – George Washington Carver • Inventor – Linda Brown Buck • Engineer – Isambard Kingdom Brunel • Mathematician – Isaac Newton **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Everyday materials** **Year 1** •distinguish between an object and the material from which it is made •identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock •describe the simple physical properties of a variety of everyday materials •compare and group together a variety of everyday materials on the basis of their simple physical properties. **Uses of everyday materials** **Year 2** •identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses •find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Investigations** Children will be undertaking several experiments with a focus on working scientifically. Investigations will involve the senses and colours., such as: • Paper towel colour mixing • Rain cloud in a jar • Fizzy colours • Dancing raisins • Smell test **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Seasonal changes** •observe changes across the four seasons •observe and describe weather associated with the seasons and how day length varies **Working scientifically** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions	**Plants** **Year 1** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. **Plants** **Year 2** •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 **Animals including humans** **Year 1** •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •identify and name a variety of common animals that are carnivores, herbivores and omnivores •describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Living things and their habitats (micro-habitats)** **Year 2** •identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other •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 idea of a simple food chain, and identify and name different sources of food. **Working scientifically** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions

Science Overview (KS1 B)

	Autumn 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	**Plants** **Year 1** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. **Plants** **Year 2** •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 **Animals including humans** Year 1 •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Year 2** •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) •describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. •explore and compare the differences between things that are living, dead, and things that have never been alive **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Investigations** Children will be undertaking several experiments with a focus on working scientifically. Investigations will involve sound and forces, such as: • Plastic cup telephones. • Plastic bag parachutes. • Cars, ramps and surfaces. • Water bottle chimes. • Floating and sinking **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Science careers** Children will be focusing on several STEM careers to focus on aspirations for future careers, such as: • Doctor/nurse • Meteorologist • Scientist – Louis Pasteur • Inventor – Charles Mackintosh • Astronaut – Mae Jemison **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Animals including humans** **Year 1** •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals **Living things and their habitats** **Year 2** •identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (linked to mini beasts) •identify and name a variety of plants and animals in their habitats, including microhabitats **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions	**Everyday materials** **Year 1** •distinguish between an object and the material from which it is made •identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock •describe the simple physical properties of a variety of everyday materials •compare and group together a variety of everyday materials on the basis of their simple physical properties. **Uses of everyday materials** **Year 2** •identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses •find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Animals including humans** **Year 1** •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •identify and name a variety of common animals that are carnivores, herbivores and omnivores •describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Living things and their habitats** **Year 2** •identify and name a variety of plants and animals in their habitats, including microhabitats (linked to sea) •describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.

Science Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	**Living things and their habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment **Working scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions(**not using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**) • identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings	**Electricity** •identify common appliances that run on electricity •construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers •identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery •recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit •recognise some common conductors and insulators, and associate metals with being good conductors. **Working scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • 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 • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings	**Rocks** •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter **Working scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings	**Forces and Magnets** •compare how things move on different surfaces •notice that some forces need contact between two objects, but magnetic forces can act at a distance •observe how magnets attract or repel each other and attract some materials and not others •compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •describe magnets as having two poles •predict whether two magnets will attract or repel each other, depending on which poles are facing. **Working scientifically** • iasking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsw • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings	**States of matter** •compare and group materials together, according to whether they are solids, liquids or gases •observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working scientifically** •asking relevant questions and using different types of scientific enquiries to answer them •setting up simple practical enquiries, comparative and fair tests •making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •identifying differences, similarities or changes related to simple scientific ideas and processes •using straightforward scientific evidence to answer questions or to support their findings	**Animals including humans (Yr3)** •identify that animals including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat •identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Working scientifically** asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair ttsts making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings

Science Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	**Living things and their habitats** •recognise that environments can change and that this can sometimes pose dangers to living things. **Working scientifically** • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings	**Light** •recognise that they need light in order to see things and that dark is the absence of light •notice that light is reflected from surfaces •recognise that light from the sun can be dangerous and that there are ways to protect their eyes •recognise that shadows are formed when the light from a light source is blocked by an opaque object •find patterns in the way that the size of shadows change. **Working scientifically** i. asking relevant questions and using different types of scientific enquiries to answer them ii. setting up simple practical enquiries, comparative and fair tests iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii. identifying differences, similarities or changes related to simple scientific ideas and processes ix. using straightforward scientific evidence to answer questions or to support their findings	**Sound** • identify how sounds are made, associating some of them with something vibrating •recognise that vibrations from sounds travel through a medium to the ear •find patterns between the pitch of a sound and features of the object that produced it •find patterns between the volume of a sound and the strength of the vibrations that produced it •recognise that sounds get fainter as the distance from the sound source increases. **Working scientifically** i. asking relevant questions and using different types of scientific enquiries to answer them ii. setting up simple practical enquiries, comparative and fair tests iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii. identifying differences, similarities or changes related to simple scientific ideas and processes ix. using straightforward scientific evidence to answer questions or to support their findings	**Animals including humans (Yr4)** •describe the simple functions of the basic parts of the digestive system in humans •identify the different types of teeth in humans and their simple functions •construct and interpret a variety of food chains, identifying producers, predators and prey **Working scientifically** i)asking relevant questions and using different types of scientific enquiries to answer them ii)setting up simple practical enquiries, comparative and fair tests iii)making systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions iv)recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables v)reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vi)identifying differences, similarities or changes related to simple scientific ideas and processes	**Plants** •identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers •explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant •investigate the way in which water is transported within plants **Working scientifically** •i)asking relevant questions and using different types of scientific enquiries to answer them •ii)setting up simple practical enquiries, comparative and fair tests •iii)making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •iv)gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •v)recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •vi)reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •vii)using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •viii)identifying differences, similarities or changes related to simple scientific ideas and processes •ix)using straightforward scientific evidence to answer questions or to support their findings	**Living things and their habitats** • explore the part that flowers play in the life cycle of flowering plants **Working scientifically** i)asking relevant questions and using different types of scientific enquiries to answer them ii)setting up simple practical enquiries, comparative and fair tests iii)making systematic and careful observations (not taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers) iv)(not gathering, recording, classifying and presenting data in a variety of ways to help in answering questions) v)recording findings using simple scientific language, drawings, labelled diagrams, (not keys, bar charts, and tables) vi)reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii)using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii)identifying differences, similarities or changes related to simple scientific ideas and processes ix)using straightforward scientific evidence to answer questions or to support their findings ;

Science Overview (UKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	**Living things and their habitats** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Light** •recognise that light appears to travel in straight lines •use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye •explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Earth and Space** •describe the movement of the Earth, and other planets, relative to the Sun in the solar system •describe the movement of the Moon relative to the Earth •describe the Sun, Earth and Moon as approximately spherical bodies •use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Properties of materials** •compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets •give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic **Working scientifically** •planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary •taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate •recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs •using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations •identifying scientific evidence that has been used to support or refute ideas or arguments	**Animals including humans (Y6)** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Animals including humans (Y5)** •describe the changes as humans develop to old age. **Link with SRE** **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments **Revision- Medical Manoeuvres- links to real life Science**

Science Overview (UKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	**Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording results using scientific diagrams and labels • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording results using scientific diagrams and labels • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Evolution and inheritance** • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Properties and changes of materials** • compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Living things and their habitats (Y6)** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. **Working scientifically** • i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • iii. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • iv. using test results to make predictions to set up further comparative and fair tests • v. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • vi. identifying scientific evidence that has been used to support or refute ideas or arguments	**Revision- Sensational Science linked to real life Science**

Humanities Overview – Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	**History: Changes within Living Memory** - Family	**History: A Significant historical event** -Remembrance day	Geography: Geographical Fieldwork Skills and Language (Exploring own Environment(	**History: A Significant historical event** -Great Fire of London - St Piran's day – **significant historical person in locality**	Geography: Seasonal Patterns; Daily and Seasonal Weather Changes	Geography: Physical Geography Unit (Comparing features of UK to Rainforest Environments)
Years 3 & 4	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - *Ancient Egypt* Geography: Water as a natural resource in civilisations e.g. The River Nile	**History: Ancient Civilisation study – British history** - *Changes in Britain from Stone Age to Iron Age (Visit to RCM?)* Geography: Physical Geography- Biomes	**History: Local history study** Tin mining Humphry Davy Geography: Human Geography- Land Use and Trade Links and their changes over time	**History: Ancient Civilisation study – British history (In-depth study)** - The Roman Empire and its impact on Britain Geography: Map and compass skills	**History: Anglo-Saxons and Scots** Geography: Climate zones and temperatures e.g. Rainforests	Geography: Understanding economic gain and creating a "USP" for a given climate zone e.g. mountain region, seaside
Years 5 & 6	**History: British history beyond 1066 (In-depth study)** - Victorian Life Geography: How Industrialisation caused urban development (land use and economics)	**History: British history beyond 1066 (Changes over time)** - The History of Music since 1939	Geography: Biomes and Vegetation belts (Succession and their development over time)	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - Maya Civilisation	**History: British history beyond 1066** - The Titanic - Geography: Arctic climate zone and adaptations to live there. Modern link: How is it changing due to Global Warming?	Geography: Resources/ Land use- distribution of natural resources including energy, food, minerals and water

Humanities Overview – Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Geography: Locational Knowledge (Continents and Oceans)	**History: Changes within Living Memory** - Remembrance day **History: A Significant historical event** - *The Gunpowder Plot*	**History: A Significant historical event (local)** - *Pendennis Castle* **Comparing Urban and Rural Environments (focus on different types of settlements e.g. cities and villages)**	- St Piran's day – **significant historical person in locality** - **Geography: Locational Knowledge of 4 UK Countries**	**History: The lives of significant individuals** - The Space Race	Geography: Key Physical Features e.g. Weather Patterns and basic Geographical vocabulary (Beaches and Cliffs)
Years 3 & 4	**History: Vikings and Anglo-Saxons** Geography: Settlements. Comparing and contrasting- gains and disadvantages of theirs and ours.	**History: British history beyond 1066 (Changes over time)** -Riotous Royals (William the Conqueror, King John & Henry VIII, Tudors)	Geography: Country Case Study- Spain – Development, LEDC/ MEDC, population, key topographical features etc (Comparing UK and Spain).	Geography: The Water Cycle and understanding different features that enhance/ slow the cycle down.	**History: British history beyond 1066 (Changes over time)** - Crime and punishment (Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian period) Geography: Volcanoes and Earthquakes: Case Study; Pompeii	Geography: How beaches are formed. Why are they important? Why are they enjoyable? History: Local History Study, Charlestown as a Case Study
Years 5 & 6	**History: British history beyond 1066 (In-depth study)** - WW2 Geography: understand geographical similarities and differences through the study of human and physical geography of an Ally and Axis power (your choice): Focus on comparison		**History: Local History Study** - The Cornish Rebellion	Geography: Human Geography: Locational Knowledge and map skills/ compass skills	- Geography: Mountain Environments and how they're formed	

Humanities (Years 1&2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**History: Changes within Living Memory** - Family - changes within living memory- where appropriate these should be used to reveal aspects of change within national life.	**History: A Significant historical event (global)** *-Remembrance Day* - understand events beyond living memory, either nationally or globally.	**Geography: Geographical Fieldwork Skills and Language** (Exploring own Environment) - explore local area/ investigate their surrounding area - locate and name features on a map - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -follow and use compass directions (known as N, E, S, W) - use information books, pictures, aerial photographs etc - learn the names of some places within and around the UK	**History: A Significant historical event** -Great Fire of London - understand the lives of significant individuals in the past, comparing aspects of lives in different periods. - understand events beyond living memory, either nationally or globally. **History: significant historical person in locality-** - significant historical events, people places in their own locality. . **Geography:** - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Geography: Seasonal Patterns; Daily and Seasonal Weather Changes** - identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North/ South Poles	**Geography: Comparing Physical Features and Landmarks** - name and locate the world's seven continents and five oceans - understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European Country - use basic geographical vocabulary to refer to key physical features such as beaches, cliffs, coast path, forest, sea, ocean, river and soil - identify location of - hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use and construct basic symbols in a key

Humanities (Years 1&2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	**Geography: Continents and Oceans** - name and locate the world's seven continents and five oceans - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - identify seasonal and daily weather patterns in the United Kingdom - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**History: Changes within Living Memory** - *Remembrance day* - understand events beyond living memory, either nationally or globally. **History: A Significant historical event** *- The Gunpowder Plot* - understand the lives of significant individuals in the past, comparing aspects of lives in different periods. - understand events beyond living memory, either nationally or globally.	**History: A Significant historical event (local)** - *Pendennis Castle* - explore significant historical events, people and places in their own locality **Geography: Comparing Urban and Rural Environments** (focus on different types of settlements e.g. cities and villages) - understand geographical similarities and differences through studying the human and physical geography of the UK - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use basic geographical vocabulary to refer to: key human features: cities, town, village, factory, farm, house, office, port, harbour and shops - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Geography: Locational Knowledge of 4 UK Countries** - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - identify seasonal and daily weather patterns in the United Kingdom - use simple compass directions (North, South, East and West) and locational and - directional language [for example, near and far; left and right], to describe the location - of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic - human and physical features; devise a simple map; and use and construct basic - symbols in a key - use simple fieldwork and observational skills to study the geography of their school and - its grounds and the key human and physical features of its surrounding environment. **Significant historical person in locality** - significant historical events, people places in their own locality.	**History: The lives of significant individuals** - *The Space Race* - the lives of significant individuals in the past who have contributed to national and international achievements.	**Geography:** Key Physical Features e.g. Weather Patterns and basic Geographical vocabulary (Beaches and Cliffs) - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use basic geographic vocabulary to refer to key physical features including beach, cliff, coast, sea. - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - use world maps. atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans of this key stage.

Humanities (Years 3&4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - *Ancient Egypt* - continue to develop a chronological knowledge of British, local and world history. - note connections, contrasts and trends over time and develop use of historical terms. - construct informed responses that involved thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources. **Geography: Water as a natural resource in civilisations** e.g. The River Nile *(Geography trip?)* - Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere, Topics of Cancer and Capricorn, Artic and Antarctic circle and different time zones. - Describe and understand key aspects of physical geography, including rivers and the water cycle.	**History: Ancient Civilisation study – British history** - *Changes in Britain from Stone Age to Iron Age* - Continue to develop a chronological knowledge of British, local and world history. - Note connections, contrasts and trends over time and develop use of historical terms. - Construct informed responses that involved thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. **Geography: Physical Geography** - Biomes - Describe and understand key aspects of physical geography, including climate, biomes and vegetation. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.	**History: Local history study** Tin mining Humphry Davy - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality **Geography: Human Geography**- Land Use and Trade Links and their changes over time - Describe and understand key aspects of human geography, including land use, economic activity.	**History: Ancient Civilisation study – British history (In-depth study)** - The Roman Empire and its impact on Britain - Continue to develop a chronological knowledge of British, local and world history. - Regularly address and devise historically valid questions about change, cause, similarity, difference and significance. **Geography: Map and compass skills** - Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world.	**History: Anglo-Saxons and Scots** - Continue to develop a chronological knowledge of British, local and world history. - Regularly address and advise historically valid questions about change, cause, similarity, difference and significance. - Understand how our knowledge of the past is constructed from a range of sources. **Geography: Climate zones and temperatures** e.g. Rainforests - Describe and understand key aspects of physical geography including biomes and vegetation. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.	**Geography: Understanding economic gain** and creating a "USP" for a given climate zone e.g. mountain region, seaside - Describe and understand key aspects of physical and human geography. - Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, topographical features and land use patterns.

Humanities (Years 3&4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	**History: Vikings and Anglo-Saxons** - Note connections, contrasts and trends over time and develop use of historical terms. - Construct informed responses that involved thoughtful selection and organisation of relevant historical information - Regularly address and device historically valid questions about change, cause, similarity, difference and significance. **Geography: Settlements. Comparing and contrasting- gains and disadvantages of theirs and ours.** - Describe and understand key aspects of physical and human geography. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK< a region in a European country and a region within North or South America.	**History: British history beyond 1066 (Changes over time)** -Riotous Royals (William the Conqueror, King John & Henry VIII) - Continue to develop a chronological knowledge of British, local and world history. - Note connections, contrasts and trends over time and develop use of historical terms. - Regularly address and device historically valid questions about change, cause, similarity, difference and significance.	**Geography: Country Case Study**- Spain – Development, LEDC/ MEDC, population, key topographical features etc (Comparing UK and Spain). - Describe and understand key aspects of physical and human geography. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics, topographical features and land use patterns.	**Geography: The Water Cycle** and understanding different features that enhance/ slow the cycle down. - Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, topographical features and land use patterns - Describe and understand key aspects of physical and human geography.	**History: British history beyond 1066 (Changes over time)** - Crime and punishment (Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian period) - Continue to develop a chronological knowledge of British, local and world history. - Regularly address and device historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses that involved thoughtful selection and organisation of relevant historical information. **Geography: Volcanoes and Earthquakes:** Case Study; Pompeii - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Describe and understand key aspects of physical and human geography. - Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world.	**Geography: How beaches and mountains are formed**. Why are they important? Why are they enjoyable? - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Describe and understand key aspects of physical geography **History: Local history study**- Charlestown (Trip to Charlestown) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Humanities (Years 5&6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**History: British history beyond 1066 (In-depth study)** - Victorian Life **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Geography: How Industrialisation caused urban development (land use and economics) **NC Objectives:** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK< a region in a European country and a region within North or South America. Describe and understand key aspects of physical and human geography.	**History: British history beyond 1066 (Changes over time)** - The History of Music since 1939 **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Construct informed responses that involved thoughtful selection and organisation of relevant historical information.	Geography: Biomes and Vegetation belts (Succession and their development over time) **NC Objectives:** Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - Maya Civilisation **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	**History: British history beyond 1066 (In-depth study)** - Titanic **NC Objectives:** Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Understand how our knowledge of the past is constructed from a range of sources. Geography: Arctic climate zone and adaptations to live there. Modern link: How is it changing due to Global Warming? **NC Objectives:** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical and human geography. describe and understand key aspects of physical geography, including, climate zones.	Geography: Resources/ Land use- distribution of natural resources including energy, food, minerals and water **NC Objectives:** locate the worlds countries using maps to focus on Europe and North or South America, concentrating on their environmental regions, key aspects of human and physical characteristics, countries and major cities. Describe and understand key aspects of physical and human geography.

Humanities (Years 5&6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	**History: British history beyond 1066 (In-depth study)** - WW2 **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Geography: understand geographical similarities and differences through the study of human and physical geography of an Ally and Axis power (your choice): Focus on comparison **NC Objectives:** Describe and understand key aspects of physical and human geography.		**History: Local History Study** - The Cornish Rebellion **NC Objectives:** a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Geography: Human Geography: Locational Knowledge and map skills/ compass skills **NC Objectives:** Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world.	Geography: Mountain Environments and how they're formed **NC Objectives:** Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics, topographical features and land use patterns describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.	

Art and Design Overview
Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Drawing and Sketching Outcome: Self portrait drawings	Paint (Poster Paint) Outcome 1 Create a fireworks picture using skills previously taught, based on Starry Night. Outcome 2: Silhouette Picture of the Great Fire of London- create the sky using painting techniques previously learnt		Natural Materials Collages and Flower Pressing Outcome: Using natural material, create a Royal Family Crest suitable for a King or Queen	Watercolour Paint Outcome: Create a watercolour of British landscape	
Year 3/4	Paint (acrylics) Outcome: Paint a 3D Egyptian Sarcophagus	Pastels / Charcoal Outcome: Create cave painting		Printing (press print) Outcome: Create a Roman pattern Tile using block printing/tessellation (repeated pattern) technique		
Year 5/6	Pastels/charcoal Outcome: Create a surreal piece to represent dreams and imagination	Charcoal and Oil crayons Outcome: Linked to Remembrance Day Create a WW1/2 remembrance picture based on Jaqueline Hurley		Printing technique Collograph/ink printing on fabric Outcome: Create a wall hanging of a printed Mayan Mask		3D Sculpture with recyclable materials Outcome: Create a recycled material sculpture of an animal affected by pollution

Art and Design Overview- Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2		Fabric Art / printing Outcome 1: Paint own design on blanket Craft / Embroidery Outcome 2: Cross stitch own design on to fabric			Printing (fruit/vegetables) Outcome: Create a print of a fruit or vegetable	Sculpture (clay) Outcome: Create a rainforest animal sculpture using clay
Year 3/4		Sculpture (clay) Outcome: Making a Roman bust out of clay	Weaving Outcome: Weaving a Spanish Flag			Sculpture (modroc) Outcome: Create a 3-D model of a local landscape
Year 5/6	Watercolours/silhouettes Outcome: Create a silhouette painting of a WW2 scene	Plaster of Paris/clay Outcome: Make a Christmas Decoration		Collage Outcome: Create a landscape using a variety of materials to collage		Artists' Project – How has Cornwall has changed and grown over the years ? Outcome: Create a piece of art work in any media of your choice and hold an artists' exhibition

Early Years Foundation Stage objectives:

EYFS		
• The Early Learning Goals that link closely with Art and Design National Curriculum are: **Exploring and Using Media and Materials** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Being Imaginative** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children will work towards achieving these objectives by the end of their time in Reception through a child centred curriculum. Opportunities to develop these skills will be encouraged and provided through child initiated learning. Concepts and skills will be taught and delivered when appropriate throughout the year, or explicitly if child interest does not arise. Below is suggested termly coverage for reception:		
Autumn Term To explore how media can be changed in a variety of ways. To explore how lines and shapes can represent objects or people.	**Spring Term** To explore colour mixing and understand the outcome of mixing primary colours To plan a piece of artwork that combines different media and selecting colours for purpose.	**Summer Term** To explore using tools and techniques to enhance designs and continue to explore colour and techniques to represent their ideas.

National Curriculum Art and Design objectives:

KS1	KS2
Pupils should be taught the following: • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught the following: • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Art and Design Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Art and Design – drawing **Outcome: Self portrait drawing** 1. Experiment drawing particular features of face- curved/straight/diagonal lines 2. Look at a variety of self-portraits and discuss similarities and differences 3. Focus on different expressions and describe these to a partner. What is the face doing? What line shapes do you see? 4. Use sketchbooks, photographs and mirrors to draw self-portraits, discussing which type of line is used for each feature. 5. Compare the texture of hair, eyebrows and eyelashes, to the lips, eyes and nose. 6. Apply learning draw pictures of their friends or family members. Skills: • Extend the variety of drawings tools • Explore different textures • observe anatomy (faces, limbs) • record expressions and feelings • use different coloured pencils within the same shade • use lines of different thickness	Artist Study - Vincent Van Gogh (Starry Night) **Outcome 1 Create a fireworks picture using skills previously taught, based on Starry Night.** **Outcome 2: Silhouette Picture of the Great Fire of London- create the sky using painting techniques previously learnt** 1. Experiment with painting using different types of brushes 2. Colour mixing 3. Look at a variety images and discuss similarities and differences 4. Paint shapes and patterns and describe these to a partner 5. Paint own picture using the skills they have learnt discussing- decide which brushes to use for different effect Skills: • use dots and lines to create patterns • colour mixing (in particular using primary colours) • make as many tones of one colour as possible using white • darken colours using black • use a variety of brushes with different thicknesses • record expressions and feelings • Describe differences and similarities between the art pieces		Artist Study – Andy Goldsworthy Art and Design - Natural Materials Collages and Flower Pressing **Outcome: Using natural material, create a Royal Family Crest suitable for a King or Queen** 1. Look at pieces of art when artists have used natural materials (grass, feathers, wheat, leaves, flowers) 2. Pupils to go on a hunt for loose natural materials 3. Use sketchbooks to draw a variety of natural materials 4. Use loose materials to create rubbings and discuss texture 5. Plan where they will place the materials to make their own art by experimenting with arranging, folding and overlapping materials 6. Experiment with cutting and tearing materials and then sorting and arranging them. 7. Photograph the collage 8. Make their art using their photographs to aid them 9. Evaluate their finished pieces and compare to their photographs. Skills: • create rubbings • sort and arrange materials • mix materials to create texture • experiment with tools and surfaces • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • natural and manmade patterns • Discuss regular and irregular	Artist Study – Thomas Gainsborough / John Constable Art and Design – Watercolour Paint **Outcome: Create a watercolour of British landscape** 1. Look at a variety of landscapes painted by Constable and Gainsborough. Pupils to spot similarities and differences. 2. Pupils to experiment with watercolours and mixing them - practice watercolour techniques (e.g. light vs dark, dry vs wet, blotting using tissues, bleeding, layering) 3. Pupils to practice their own watercolour landscape using Constable/ Gainsborough images. 4. Take pupils to a location so they can take photographs of the landscape - bring back to school to paint (or take watercolours to park) Skills: • colour mixing (in particular using primary colours) • make as many tones of one colour as possible using water • darken colours using black • use a variety of brushes with different thicknesses • create colour wheels • produce washes for backgrounds then add detail • name all the colours • mixing of colours • Find collections of colour .	

Art and Design Overview (KS1 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1		Art and Design - Fabric Art / printing **Outcome: Paint own design on blanket** 1. Read the story of 'The Pea and the Princess' - what designs on the mattresses/blankets can you see? 2. Pupils to design their own print in sketchbooks for a blanket using a variety of patterns and colours 3. Pupils to paint their own design on a piece of fabric to make their own blanket Art and Design - Craft / Embroidery **Outcome: Cross stitch own design on to fabric** 1. Pupils to be taught how to cross stitch and practice. 2. Pupils to design a simple pattern on squared paper 3. Pupils to cross stitch their deign on to Aida fabric Skills: • To create patterns • develop impressed images • experiment with pressing, rolling, rubbing and stamping on a different surface (fabric) • join materials using a stitch • experiment with needles and threads of different sizes and thickness • use different coloured pencils within the same shade • use dots and lines create patterns			Artist Study: Lynn Flavell- fruit printing Art and Design - Printing (fruit/vegetables) **Outcome: Create a print of a fruit or vegetable** 1. Experiment printing with sponges and foam onto paper. 2. Experiment printing cross sections of fruits and vegetables (e.g. strawberries, tomatoes, courgettes, potatoes) 3. Look at a variety of printing techniques and discuss similarities and differences. Press, roll, rub and stamp to make prints. 4. Discuss what they notice when printing with fruits and vegetables. 5. Create a pattern in a fruit or vegetable using safe tools and print 6. Apply their learning to make their own print using tools and fruit vegetable of their choice Skills: • To be able to discuss art work using the correct terminology • print with a variety of objects • print with block colours • create patterns • develop impressed images • experiment with pressing, rolling, rubbing and stamping • recording textures/patterns • monoprinting • colour mixing through overlapping colour prints	Artist Study – Suzie Marsh- animal sculptor Henri Rousseau- Rainforest Painting Art and Design – Sculpture (clay) **Outcome: Create a rainforest animal sculpture using clay** 1. Look at a variety of sculptures and the materials used to make them. 2. Provide pupils with an opportunity to play with clay and make their own sculptures. 3. Provide pupils with clay modelling tools and give them opportunities to practice rolling, cutting, moulding and carving 4. Pupils to draw a design of their own Rainforest creature in their sketchbooks 5. Pupils to apply their learning of clay and the tools to make their own Rainforest creature using the tools to add detail. Skills: • Using artist study as a stimulus for own artwork • begin to manipulate materials • shaping and modelling • constructing by adding • carving by removing • pinch and roll coils • use techniques such as rolling, cutting, moulding and carving used by artist • Comparing artist's work

Art and Design Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	Art and Design – Paint (acrylics) **Outcome: To paint a 3D Egyptian Sarcophagus** 1. Look at a variety of art created by Egyptians on a sarcophagus. Pupils create a mood board with ideas- colour palate, images- that they will enjoy 2. Provide pupils with acrylic paints to practice various techniques (e.g. thickness of paint, textures, etc.) Discuss what happens when colour mixing with acrylics and best tools to use, 3. Pupils to practice sketching the patterns in their sketchbooks. 4. Pupils to apply their learning to painting their version of a sarcophagus using acrylics. Skills: • colour mixing • use a variety of brushes with different thicknesses • use appropriate brushes for acrylic paints • apply different techniques such as layering to create texture • experiment with creating mood • use different hamesses' of pencils • use hatching and cross hatching • experiment with proportion and placement • annotate and label sketches	Art and Design - Pastels / Charcoal **Outcome: To create cave painting** 1. Look at a variety of cave paintings / art - pupils to interpret their meanings and learn about the tools used to create the pictures. 2. Pupils to practice using charcoal (and the techniques) by drawing lines at different angles and of varying thickness, smudging, creating shadows 3. Pupils to practice using pastels (and the techniques) by drawing lines at different angles and of varying thickness, smudging, creating shadows 4. Pupils to design their own pictures in their sketchbooks in the same style as cave paintings - share with a partner, can they interpret the meaning? 5. Pupils to apply their learning by creating their own cave paintings using charcoal and pastels. Skills: • drawing lines at different angles and of varying thickness, smudging, creating shadows • colour mixing • use rubbing and smudging of lines to create texture and tone • use different hamesses' of pencils • use hatching and cross hatching		Artist Study – William Morris Art and Design – Printing (press print) **Outcome: To create a Roman pattern Tile using block printing/tessellation (repeated pattern) technique** 1. Look at William Morris' prints and pupils discuss their reactions to them, as well the subject matter that was chosen. Discuss the patterns he has made 2. Pupils to practice printing using foam blocks by etching shapes and patterns - discuss what happens when the reverse the print (issues to consider if they are writing). 3. Pupils to practice sketching ideas for Roman patterns in their sketchbooks. 4. Pupils to etch an image on to a foam block to print multiple times 5. Use two or more colours to layer prints 6. Finalise print Skills: • print with block colours • create patterns • develop impressed images • experiment with pressing, rolling, rubbing and stamping • colour mixing through overlapping colour prints • modify and adapt the print • create a montage using prints • Tessellation • experiment with different types of pencils (e.g. HB, 2B, etc) • annotate and label sketches • experiment with proportion and placement		

Art and Design Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	x	Art and Design – Sculpture (clay) **Outcome: Making a Roman bust out of clay** 1. Look at pictures of busts and their figureheads - pupils to discuss what they notice and why these were placed there (to scare enemies). 2. Pupils to design their own bust in their sketchbooks. 3. Provide pupils with an opportunity to play with clay and make their own bust. 4. Provide pupils with clay modelling tools and give them opportunities to practice adding shapes, texture and pattern 5. Pupils to apply their learning of clay and the tools to make their own bust using the tools to add detail. Skills: • manipulate materials • shaping and modelling • constructing by adding • carving by removing • pinch and roll coils • use techniques such as rolling, cutting, moulding and carving • include texture that conveys feelings, expression or movement • use different hardnesses of pencils • use hatching and cross hatching	Artist Study – Gunta Stolzl Art and Design – Weaving **Outcome: Weaving a Spanish Flag** 1. Study the work of Gunta Stolzl 2. Watch videos and research the technique of weaving - pupils to discuss the materials used and the techniques used to create patterns. 3. Demonstrate how yarn is woven on a loom. Explain the meaning of warp and weft. Demonstrate how yarn is woven using the "under, over" technique. 4. Explain to the students how to tie a piece of yarn to a plastic weaving needle (if necessary - some fabrics may not require a needle) 5. When work is complete, the weaving may be detached by cutting the yarn in the middle on the back of the loom. The ends can be tied off. 6. Pupils to then apply learning of weaving to own piece. Pupils to choose colours and materials relevant to them (e.g. football colours, raffia for nature lovers, strips of fabric from old favourite clothes (with parents' permission!), colours of flags of countries they are from, horizontal strips of photos) and create their own woven piece Skills: • Use artist study as stimulus for own work • use weaving skills, similar to artist study, to create a pattern • use plaiting • experimenting weaving with different fabrics (e.g. cotton, raffia, silk, photograph paper)			Artist Style Comparison: Landscape Art Art and Design – Sculpture (modroc) **Outcome: Create a 3-D model of a local landscape** 1. Pupils use an atlas to draw the shape of a landscape onto a cardboard base. 2. Pupils then build up a 3D landscape within this outline, using the available range of materials such as bottles, scrunched up newspaper, cans etc 3. A layer of modroc should then be applied to smooth the appearance of the model. Create texture for trees and grass using various tools. 4. Create a colour palate which would be used for each part of the landcape- textutre. 5. Using paints, card, coloured paper, tissue paper etc, pupils can decide for themselves how they wish to represent things such as mountain ranges, significant lochs, rivers, major towns and roads. Skills: • shape, form, model and construct • develop understanding of different adhesives and methods of construction • experience surface patterns and textures • create and combine shapes to create recognisable forms • Comparing different styles of landscape art

Art and Design Overview (UKS2 A)

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	Artist Study – Salvador Dali Art and Design - pastels/charcoal **Outcome: Create a surreal piece to represent dreams and imagination** 1. Study the work of Dali- use pictures as stimuli and pupils to discuss the messages Dali is trying to convey through his dream sequences- learn about surrealism- look at movement and perspective within his art work. 2. Use technology to research images and create a 'mood board with colour scheme, images and ideas 3. Pupils to begin sketching some ideas around their theme using their sketchbooks- thinking about movement and perspective of the images. 4. Pupils design draft image to show a dream sequence. 5/6 Use colours of their choice to recreate the final design. Skills: • Observation of images • Investigates symbolism shapes form and composition • Use and explain techniques, colours, tools and effects to represent things seen, remembered or imagined • Explores light and colour, texture and tone on natural and manmade objects • Discuss and evaluate own and others' work	Artist Study –Jaqueline Hurley Art and Design – Charcoal and Oil crayons **Outcome: Linked to Remembrance Day** **Create a WW1/2 remembrance picture based on Jaqueline Hurley** 1. Show images by Jaqueline Hurley- discuss 2. Pupils to learn skills with sketching, shading and blending 3. Research and create a mood board of WW1/WW2 images to use in their art work. 4. Design images using charcoal 5/6. Create pictures and evaluate each others. Skills: • Explain and demonstrate the effect of light on objects and people from different directions • interpret the texture of a surface and explain • shades and mood • Use and discuss line, tone and shade to represent things seen remembered or imagined		Artists Study- Frida Kahlo Art and Design – Printing technique Collograph/ink printing on fabric **Outcome: To create a wall hanging of a printed Mayan Mask** 1. Learn about Frida Kahlo and compare her art pieces 2. Find out about Mayan Masks and sketch own design 3. Create mask collograph ready to print.. 4. Learn about fabric printing with ink and create background design using ink printing with rollers 5/6. Print final mask collograph design on backdrop. Skills: • design a print • convey message that reflects personal experience or expression • create an accurate stencil considering the outline (not fine detail) • show precision when creating collograph • Discuss and evaluate own work		Artist Study – Ptolemy Elrington and Michelle Reader. Art and Design: 3D Sculpture with recyclable materials **Outcome: Create a recycled material sculpture of an animal affected by pollution** 1. Pupils to collect recyclable objects throughout the term. Study Ptolemy Elrington and Michelle Reader- research the artists- compare their work. Create a collage of favourite images of his. 2. Research about plastic pollution and the effect on animals around the world. 3. Pupils sketch ideas of their chosen animal and choose recycled material to use- think about perspective and movement of creature. 4. Practise attaching the pieces together- what to use? Glue, tape etc. 5. Pupils then use recyclable objects to create a sculpture of their draft. Work collaboratively to create a larger scale piece for display. Skills: • select and arrange materials for effect • Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Work collaboratively on a larger scale

Art and Design Overview (UKS2 B)

D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	Art and Design: Watercolours/silhouettes **Outcome: Create a silhouette painting of a WW2 scene** 1. Research a series of images from WW2. Create a collage of these. 2. 2. Sketch ideas in books to choose favourite design. Learn how to use water colours. Create background for final image 3. Create silhouette images from observational drawing and cut out to stick to background Skills: • Uses line, tone and shade to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Explores the effect of light and colour, texture and tone • Discuss and evaluate own and others' work	Art and Design: Plaster of Paris/clay **Outcome: To make a Christmas Decoration** 1. Research simple Christmas designs and sketch ideas/annotate 2. 2. Create a plaster of Paris mould. Pour clay inside and wait for it to dry 3. Remove mould, to decorate and paint the decoration. Skills: • creating a mould from clay using items to print and tools to carve / add shapes, texture and pattern • use frameworks to provide form • show precision • Discuss and evaluate own and others' work		Art and Design – Collage **Outcome: Create a landscape using a variety of materials to collage** 1. Research and collate a variety of images of different landscapes. Highlight the focus of each image- river/mountain etc. Note the colour scheme and specific features included 2. Choose a landscape and sketch out key features you will include in your final image. Use shading technique. 3. Create a mood board for colour scheme, images etc. 4. Sketch out faint lines for your landscape. Thinking about perspective- foreground and background images/tone and shade 5. Decide what materials to place where. Practise overlapping technique. Decide which areas to paint. Finalise image. Skills: • Experiments with creating mood, feeling, movement and areas of interest • Uses the natural environment or townscapes as a stimulus • Selects and uses appropriate materials to achieve a specific outcome • experiment with arranging, folding and overlapping materials • Discuss and evaluate own and others' work		Artists' Project – How has Cornwall has changed and grown over the years ? **Outcome: create a piece of art work in any media of your choice and hold an artists' exhibition** 1. Pupils to research how Cornwall has changed (change, transition, growth, etc). Create mood boards using a variety of media (magazines, Google images, etc).Think about how it has developed to accommodate tourists. 2. Consider all of the techniques and media they have been taught at school: a. Painting (acrylics, poster paints, watercolours) b. Sculptures (clay, modroc, junk) c. Printing d. Textiles / fabric arts e. Weaving/ embroidery f. Pastels/charcoal 3. Pupils to plan their own project using media of their choice with the theme of change. 4. Create own piece in any media to show how Cornwall has changed throughout the years. 5. Hold an artists' exhibition Skills –dependant on technique pupil decides to use: • Plan and develop ideas • interpret the texture of a surface • Understand the properties of media used • To demonstrate own concept of perspective • Discuss and evaluate own work and that of other sculptors

DT Overview
Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Healthy eating – fruit drinks	Design and make props for performance using card and stiff materials.	Make waterproof structure – linked to science	Cooking - bread. Evaluate existing bread products. Make and evaluate Tudor house – stable structure	Explore and use levers and sliders to move part of their product.	
Year 3/4		Create electrical Christmas themed product/ toy: linked to science	Design and make a bridge		Understanding and evaluating tools and their development	
Year 5/6	Victorian toy	Periscopes	3D bio-domes	Textiles: Linked to art – printing and embellishing a cushion/wall hanging	Titanic dioramas	Make a savoury dish

DT Overview
Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Design and make healthy dishes – sandwiches.	Design and make props using textiles.	Explore and use mechanisms: make a catapult	Make models with axles and wheels: space buggy.		Textiles: making a felt puppet
Year 3/4	Viking longboats		Exploring seasonality and where food comes from		Textiles: Design and make Roman clothes	
Year 5/6	Flag pole with pulley system	Design a robotic toy with electrical features	Textiles: Cornish flag to include an emblem			

National curriculum DT objectives:

KS1	KS2
<u>Design</u> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology <u>Make</u> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, according to their characteristics <u>Evaluate</u> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <u>Technical Knowledge</u> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <u>Cooking and Nutrition</u> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from.	<u>Design</u> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities <u>Evaluate</u> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <u>Technical Knowledge</u> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>Cooking and Nutrition</u> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Design and Technology Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Food Understand what a healthy and varied diet is. (Linked to science). Design and make a fruit drink. Skills: • design products with purpose and user in mind • make product and refine throughout process • cut, peel or grate ingredients safely • measure or weigh using cups or scales • assemble and cook ingredients • evaluate product according to purpose • identify strengths and possible changes	Mechanisms Make props using card and stiff materials. Skills: • design products with purpose and user in mind • make product and refine throughout process • cut materials safely • use tools such as scissors safely • demonstrate range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling) • demonstrate range of joining techniques (e.g. gluing, taping) • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes	Textiles Make waterproof structure. Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • make product and refine throughout process • select tools to cut • select materials for a clear purpose • shape fabric using templates • evaluate product according to purpose • identify strengths and possible changes	Structures Make Tudor house and bake bread Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes • cut, peel or grate ingredients safely • measure or weigh using cups or scales • assemble ingredients	Mechanisms Levers and sliders Skills: • design products with purpose and user in mind • make product and refine throughout process • cut materials safely • use tools such as scissors safely • demonstrate range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling) • demonstrate range of joining techniques (e.g. gluing, taping) • Create product using levers and sliders • use finishing techniques • evaluate product according to purpose	

Design and Technology Overview (KS1 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Food Design and make healthy dishes: sandwiches Skills: • design products with purpose and user in mind • make product and refine throughout process • cut, peel or grate ingredients safely • measure or weigh using cups or scales • assemble and cook ingredients • evaluate product according to purpose • identify strengths and possible changes	Textiles Make props Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • make product and refine throughout process • select tools to cut • select materials for a clear purpose • shape fabric using templates • evaluate product according to purpose • Sew using a running stitch	Structures Make a catapult Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes	Mechanisms Moon buggy Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use tools such as scissors and hole punch safely • demonstrate range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling) • demonstrate range of joining techniques (e.g. gluing, taping, combining materials to strengthen) • use finishing techniques • create products using levers and wheels • evaluate product according to purpose • identify strengths and possible changes		Textiles Felt puppets Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • make product and refine throughout process • shape fabric using templates • Sew using a running stitch

Design and Technology Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 3/4		Electrical Christmas toy/product Skills: • know how key inventions have shaped history and current society • design products with purpose and user in mind • make product and refine throughout process • create circuits that involve the use of a light, motor or buzzer • evaluate product according to purpose • identify strengths and possible changes	Mechanisms/Structures Design and make a Roman bridge Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use mechanical systems (linkages) • evaluate product according to purpose • identify strengths and possible changes		Mechanisms/Structures Explore and evaluate tools and their development Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use mechanical systems (linkages) • evaluate product according to purpose • identify strengths and possible changes

Design and Technology Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Mechanisms/Structures Design and make a Viking longboat Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • evaluate product according to purpose • identify strengths and possible changes		Food Explore seasonality and where food comes from Skills: • design products with purpose and user in mind • make product and refine throughout process • demonstrate hygienic food preparation and storage • use appropriate utensils • measure ingredients accurately • follow a recipe • assemble or cook ingredients, adjusting temperature where appropriate		Textiles Design and make Roman clothes Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • carefully select materials • make product and refine throughout process • select tools to cut accurately and safely • measure and mark out accurately • understand and use a seam allowance • join fabric using a range of stitching techniques • evaluate product according to purpose • identify strengths and possible changes	

Design and Technology Overview (UKS2 A)

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	Structures/Mechanical Victorian toy Skills: • know how key inventions have shaped history and current society • design products with purpose and user in mind • make product and refine throughout process • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use a variety of practical skills (cutting, drilling, nailing, gluing) to achieve a final product • evaluate product according to purpose • identify strengths and possible changes • evaluate product according to purpose	Structures/Mechanical Periscopes Skills: • know how key inventions have shaped history and current society • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • work collaboratively towards an end goal • evaluate product according to purpose • identify strengths and possible changes	Structures 3D bio-domes Skills: • know how key inventions have shaped history and current society • design products with purpose and user in mind • make product and refine throughout process • work collaboratively towards an end goal • evaluate product according to purpose • identify strengths and possible changes	Textiles Cushion/ wall hanging Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • carefully select materials • make product and refine throughout process • select tools to cut accurately and safely • measure and mark out accurately • understand and use a seam allowance • join fabric using a range of stitching techniques • evaluate product according to purpose • identify strengths and possible changes	Structures Titanic diorama Skills: • know how key inventions have shaped history and current society • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • work collaboratively towards an end goal • evaluate product according to purpose	Food Cooking a savoury dish Skills: • design products with purpose and user in mind • make product and refine throughout process • demonstrate hygienic food preparation and storage • use appropriate utensils • measure ingredients accurately • follow a recipe • assemble or cook ingredients, adjusting temperature where appropriate • evaluate product according to purpose • identify strengths and possible changes

Design and Technology Overview (UKS2 B)

	Autumn 1	Autumn 2	Spring 1	Summer 1
Year 5/6	Structures/Mechanical Flag pole with pulley system Skills: • know how key inventions have shaped history and current society (research key bridges and their structures) • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use mechanical systems (pulleys, cams, gears, levers) • use a variety of practical skills (cutting, drilling, nailing, gluing) to achieve a final product • work collaboratively towards an end goal • evaluate product according to purpose • identify strengths and possible changes • model designs using software • evaluate product according to purpose • identify strengths and possible changes	Structures/Electrical Skills: • design products with purpose and user in mind • make product and refine throughout process • create circuits that involve the use of a light • carefully select materials • select tools to cut accurately and safely • measure and mark out accurately • use a variety of joining techniques • use a variety of practical skills (cutting, drilling, nailing, gluing) to achieve a final product • work collaboratively towards an end goal • evaluate product according to purpose	Textiles Cornish flag with emblem Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • carefully select materials • make product and refine throughout process • select tools to cut accurately and safely • measure and mark out accurately • understand and use a seam allowance • join fabric using a range of stitching techniques • evaluate product according to purpose • identify strengths and possible changes	

Computing Overview Year A

Units of work are part of the Purple Mash Scheme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2	Unit 1.1 Online safety and exploring Purple Mash. Unit 2.5 Effective Searching	Unit 1.8 Spreadsheets 2calculate	Unit 1.4 Lego builders 2DIY	Unit 1.7 Coding Unit 2.1 2code	Unit 1.9 Technology outside of school Unit 1.2 Grouping and sorting 2DIY	Unit 2.6 Creating digital pictures 2Paintapicture
Years 3/4	3.2 Online safety	3.7 Simulations 2simulate, 2publish	Year 3 unit 1.7 Coding Year 3 lesson 1 Year 4 lesson 1 Year 3 lesson 2 (simulating) Year 4 lesson 6 (control) Year 3 lesson 5 (debug) Year 4 lesson 4 (debug)	3.5 Email 2email, 2connect, 2diy	3.8 Graphing	3.4 Touch typing 2type
Years 5/6	5.2 Online safety	5.3 Spreadsheets	5.6 3d modelling 2designandmake	5.7 Concept maps 2connect	5.1 Coding Y5 lesson 1 goal setting Y5 lesson 2 simulating Y5 lesson4/5 game make Y6 lesson 5 showcase Y5 lesson 6 internet safety	5.5 Game creator 2diy

Computing Overview
Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2	Unit 1.1 2.4 Online safety Questioning 2 question 2investigate	Unit 2.7 Making music 2sequence	2.3 1.3 Spreadsheets 2calculate Pictograms 2count	2.8 2.2 Presenting idea Online safety	Unit 1.5 Maze explorers 2go	1.6 Animated story book 2createastory
Years 3/4	Unit 4.23 Online safety	4.5 Logo 2logo	Coding Y3 lesson 4 'if' Y4 lesson 2 'if/else' Y3 lesson 3 'commands' Y4 lesson 3 'input' Y3 lesson 6 'variables' Y4 lesson 5 'variables'	4.4 Writing for different audiences 2email, 2connect, 2DIY	4.7 Effective searching Browser	4.6 Animation 2animate
Years 5/6	Unit 6.2 Online safety	6.3 Spreadsheet 2calculate	6.7 Quizzing 2quiz, 2diy, 2investigate	6.5 Text adventures 2code,2connect	6.1 Coding Y6 lesson 1 / 2 Y5 lesson 3 text variables Y6 lesson 3 functions Y6 lesson 6 text adv. Y6 lesson 4 vocab review	6.4 Blogging 2blog

Computing Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	• To login safely. • To start to introduce to the children the idea of 'ownership' of their creative • work. • To know how to find saved work in the Online Work area and find teacher comments. • To know how to search to • find resources. • To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topic • section. • To start to add pictures and text • To explore the Tools section and to learn about the common icons used for Save, • Print, Open, New. • To explore the Games section To understand the importance of logging out • To understand the terminology associated with searching. • To gain a better understanding about searching on the Internet. • To create a leaflet to help • someone search	• Adding images to a spreadsheet and • using the image toolbox • Using the 'speak' and 'count' tools in • 2Calculate to count items	• To emphasise the importance of following instructions. • To follow and create simple • instructions on the computer. • To consider how the order of • instructions affects the result.	• To understand what coding means in computing. • To introduce 2Code. • To use Design Mode to add and change backgrounds and characters. • To design a scene for a program. • To explore the When Key and When Swiped commands (on tablets if available). • To explore a method to code interactivity between objects. • To understand what an algorithm is. • To create a computer program using simple • algorithms. • To compare the Turtle and Character objects. • To use the button object. • To understand how use the Repeat command. • To understand how to use the Timer command. • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To create programs using different kinds of objects whose behaviours are limited • to specific actions. • To predict what the objects will do in other programs, based on their knowledge of • what the object is capable of. • To discuss how logic helped them understand that they could only predict specific actions, as that is what the • objects were limited to.	• To walk around the local community and find examples of where • technology is used. • To record examples of technology outside school • To sort items using a range of criteria. • To sort items on the computer •	• To be introduced to 2Paint A • Picture. • To look at the impressionist style • of art (Monet, Degas, Renoir). • To recreate pointillist art and • look at the work of pointillist • artists such as Seurat. • To look at the work of Piet • Mondrian and recreate it using • the Lines template. • To look at the work of William • Morris and recreate it using the • Patterns template eCollage

Computing Overview (KS1 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	• To show that the information provided on pictogram is of limited use beyond answering simple questions. • To construct a binary tree to separate different items. • Use 2Question (a binary tree) to answer questions. • To use a database to answer more complex search questions. • To use the search tool to find information. • To login safely. • To start to introduce to the children the idea of 'ownership' of their creative work. • To know how to find saved work and teacher comments in the Online Work • To know how to search Purple Mash • To become familiar with the types of resources available in the Topics section. • To become more familiar with icons used • To start to add pictures and text to work. • To explore the Tools section of Purple Mash and to learn about the common icons used in for Save, Print, Open, New. • To explore Games section on Purple Mash. • To understand the importance of • logging out when they have finished	• To be introduced to making • music digitally using 2Sequence. • To explore, edit and combine • sounds using 2Sequence. • To upload a sound from a bank of sounds into the Sounds section. • To record their own sound and upload it into the Sounds • section. • To create their own tune using the sounds which they have added to the Sounds section.	• To emphasise the importance of • following instructions. • To follow and create simple • instructions on the computer. • To consider how the order of • instructions affects the result.	• To explore how a story can be • presented in different ways. • To make a quiz about a story or • class topic. • To make a fact file on a nonfiction topic. • Connect file to make a publisher fact file on a nonfiction topic. • To make a presentation to the • class.	• To understand functionality of the basic direction keys • To be able to use the direction keys to complete challenges successfully. • To understand how to create and • debug a set of instructions (algorithm). • To use additional direction keys as part of their algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity. • To provide an opportunity for the • children to set challenges for each other.	• To be introduced to e-books and to • 2Create a Story. • To continue a previously saved story. • To add animation to a story. • To add sound to a story including • voice recording and music the children have created. • To work on a more complex story • including adding backgrounds and • copying and pasting pages. • To use additional features to enhance their stories. • To share their e-books on a class • display board.

Computing Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	• To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience. • For children to consider if what they read on websites is true. • To look at some 'spoof' websites. • To create a 'spoof' webpage. • To think about why these sites might exist and how to check that the information is accurate. • To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist. • To know where to turn for help if they see inappropriate content or • have inappropriate contact from others.	• To look at what simulations are. • To explore a simulation. • To analyse and evaluate a • simulation.	• To review coding vocabulary that relates to Object, Action, Output, Control and Event. • To use 2Chart to represent a sequential program design. • To use the design to write the code for the program • To design and write a program that simulates a physical system. • To look at the grid that underlies the design and relate this to X and Y properties. • To introduce selection in their programming by using the if command. • To combine a timer in a program with selection. • To understand what a variable is in programming. • To use a variable to create a timer • To create a program with an object that repeats actions indefinitely. • To use a timer to make characters repeat actions. • To explore the use of the repeat command and how this differs from the timer. • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To understand the importance of saving periodically as part of the code development Process	• To think about the different • methods of communication. • To open and respond to an • email. • To write an email to someone, • using an address book. • To learn how to use email safely. • • To learn how to use email safely. •	• To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form.	• To introduce typing terminology. • Understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To understand the names of the fingers. • To understand what is meant by – home, bottom and top rows. • Developed ability to touch type the home, bottom, and top rows. • To practise and improve typing for home, bottom and top rows. • To practise the keys typed with the left hand. • To practise the keys typed with the right hand.

Computing Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	• To understand how children can protect themselves from online identity theft. • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To Identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.	• To learn the language of Logo. • To input simple instructions on Logo. • To know what the different instructions are in Logo and how to type them. • To use Logo to create letters. • To use the Repeat function in Logo to create shapes. • To use the Build feature in Logo.	- To review coding vocabulary. • To use a sketch or storyboard to represent a program design and algorithm. • To use the design to create a program. • To introduce the If/else statement and use it in a program. • To create a variable. • To explore a flowchart design for a program with an if/else statement • To create a program which responds to the If/else command, using the value of the variable. • To create a program with a character that repeats actions. • To use the Repeat Until command to make characters repeat actions. To program a character to respond to user keyboard input. • To make timers and counting machines using variables to print a new number to the screen every second. • To explore how 2Code can be used to investigate control by creating a simulation. • To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. • To design a decomposed	• To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.	• To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable.	- To discuss what makes a good animated film or cartoon and what their favourites are. - To learn how animations are created by hand. - To find out how 2Animate can be created in a similar way using the computer. • Children have put together a simple animation using paper to create a flick book. • Children have an understanding of animation 'frames'. • Children have made a simple animation using 2Animate. - To learn about onion skinning in animation. - To add backgrounds and sounds to animations. • Children know what the Onion Skin tool does in animation. • Children can use the Onion Skin tool to create an animated image. • Children can use backgrounds and sounds to make more complex and imaginative animations. To be introduced to stop motion animation. To share animation on the class display board and by blogging.

Computing Overview (UKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	• To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children's responsibility to one another in their online behaviour. • SMART rules as a source of guidance when online. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Ensuring reliability through using different methods of Communication	• Conversions of measurements. Novel use of the count tool. . • Formulae including the advanced mode. • Using text variables to perform calculations. • Using a spreadsheet to plan an event.	• To be introduced to 2Design and Make. • To explore the effect of moving points when designing. • To understand designing for a • purpose. • To understand printing and making.	• To understand the need for visual representation when generating and discussing complex ideas. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map	- To review coding vocabulary. • To use a sketch or storyboard to represent a program design and algorithm. • To use the design to create a program. • To design and write a program that simulates a physical system. • To review the use of number variables in 2Code. To explore text variables. To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. To read code so that it can be adapted, personalised and improved. To explore the launch command and use buttons within a program that launch other programs or open websites.	• To set the scene. • To create the game environment. • To create the game quest. • To finish and share the game • To evaluate their and peers' games.

Computing Overview (UKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	• Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. • Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. • Identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. • To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment.	• Exploring Probability • Use of spreadsheets in 'real life' • Creating a computational model	• To make a picture quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database.	• To find out what a text adventure is. • To plan a story adventure. • To make a story-based adventure. • To introduce map-based text adventures. • To code a map-based text adventure.	- To review good planning skills. • To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. • To use variables within a game to keep track of the properties of objects. not run as expected. • To use functions and understand why they are useful in 2Code. • To debug a program and organise the code into tabs. • To organise code into functions and Call functions to eliminate surplus code in the program. 4 • To explore the options for getting text input from the user in 2Code. • How to include interactivity in programming. • To use flowcharts to test and debug a program. • To create a simulation of a room in which devices can be controlled. • To explore how 2Code can be used to make a text-based adventure game.	• To identify the purpose of writing a blog. • To identify the features of successful blog writing. • To plan the theme and content for a blog. • To understand how to write a blog. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand the importance of regularly updating the content of a blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria.

EYFS – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Nursery	Who am I? Action Songs Can express musical preferences and has favourites. Can sing and chant with and to others.	Nativity production Christmas Anticipates change in familiar music eg recognises and remembers when music is going to get louder, quieter or stop. Reproduces songs in individual ways.	Jack and the Beanstalk Describes music eg 'scary music, angry music, happy music.' Moves in response to rhythms.	Nursery Rhymes Can identify specific sounds in the environment eg sounds of cars, running water. Creates own patterns in music making.	Growing and Us Sings to and with toys, props and resources. Sings in dramatic role play, eg singing phrases such as 'dinner's ready' or 'let's go'. Experiments with ways of playing instruments eg volume (dynamic), speed (tempo), character of sound eg tapping or shaking a tambourine (timbre).	School Repeats phrases of songs Can sing an entire song. Shows control in holding and playing instruments.
Reception	Me! I can identify and match an instrumental sound. I can describe the sound of instruments (eg scratchy sound, soft sound) I can clap to the pulse of the music I am listening to. I can lead or be led by other children in music making ie being a conductor. Operates equipment (CD player) **Vocab: Pulse, instrument names, conductor, CD player, play, headphones,**	Nativity Production My stories I can listen and respond to others in a pair/group music making. I can create rhythms using body percussion and instruments. I can match the melodic shape of songs. I enjoy performing. **Vocab: rhythm, percussion, song, chorus, verse,**	Everyone! I can tap rhythms to accompany words eg tapping the syllables of names/objects/animals. I can play along to the beat of a song or the rhythm in the music (eg lyrics). I can play instruments with control to play loud/quiet, fast/slow (dynamics and tempo). **Vocab: rhythm, beat, pulse, control, loud, quiet, fast, slow, (dynamics/tempo),**	Our World I can create music based on a theme eg creates the sounds of the seaside. I can keep a steady beat while playing instruments. I can move in time to the pulse of the music and can respond to changes (eg jumps when there is a loud/sudden change.) **Vocab: compose, beat, steady, pulse, loud, quiet, fast, slow,**	Big Bear Funk I can move to the sound of instruments eg walks, jumps, hops to the sound of a drum. I can combine moving, singing and playing instruments. I can choreograph my own dances to familiar music. I can play instruments (inc imaginary ones such as air guitar) to match the structure of the music eg playing quietly with quiet parts and stopping when it stops. **Vocab: instrument names, fast, slow, quiet, loud, beat**	Reflect, Rewind and Replay I can think abstractly about music and express this physically or verbally eg this music sounds like floating on a boat or like dinosaurs. I can distinguish and describe changes in music and compare pieces eg this piece started fast and then it became slow or this music was spiky and this one was smooth. **Vocab: compare, changes,**

KS1 – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A	Who am I? Rhythm in the way we walk & Banana Rap I have listened to reggae style music. I can clap along with the pulse if someone is leading. I can hear the difference between singing and rapping and I joined in with Banana Rap. I can clap back a simple rhythm and I can make up my own rhythm. I am getting more confident at singing in a group. **Vocab:** pulse rhythm pitch reggae rap	Nativity production I can take part in singing. I take notice of others when performing. I can make and control long and short sounds (duration). I explore pitch when singing– high and low.	Our world Round and Round I recognise Latin bossa nova style and can identify some of the sounds and instruments I hear. I can describe music using musical terms like tempo and dynamics. I know that vocal warm-ups are important to protect my voice. I listen carefully when I sing to try to stay in tune with others. **Vocab:** bossa nova tempo dynamics instruments tambourine triangle	The great fire of London Recorder course (Yr2?) I can hold a recorder. I can take notice of others when playing/listening. I can play the notes B, A and G. I can make and control long and short sounds.	Rainforests Zoo Time I recognise some of the style indicators of reggae music such as the slow tempo and important bass and drum groove. When I sing I pay attention to how my sound blends with others in our ensemble and I follow directions to sing louder or quieter. I have had the chance to play some classroom instruments along with our music. **Vocab:** ensemble keyboard bass groove woodblock cymbal	Local artists Reflect, rewind and replay
Year B	Food Healthy living topic Ho Ho Ho I have listened to and compared different musical styles such as rock'n'roll and jazz. I enjoy clapping the pulse to the music along with everyone else. I know that a song has different sections such as verses and choruses. I can follow the colour chart which shows the different sections when we listen. **Vocab:** rock'n'roll drum kit guitar verse chorus guiro	Nativity Production I use my voice to good effect, understanding the importance of warming up first. I can sing songs in ensembles, following the tune (melody) well. I can perform in an ensemble with instructions from the leader. I can make and control long and short sounds using my voice.	Inventors Your Imagination I can talk with my friends about how the music I hear makes me feel. I pay attention and concentrate when my friends talk about the music we listen to and I respect their ideas. I do my best to sing in tune and in time with others. I take care to play classroom instruments properly. **Vocab:** percussion listen orchestra respect claves maracas	Neil Armstrong and the space race Space topic Recorder course (Yr2?) I can hold a recorder. I can take notice of others when playing/listening. I can play the notes B, A and G. I can make and control long and short sounds.	Under the sea Friendship Song I listen to music carefully and think about what it means to me. When I perform on a musical instrument I listen carefully to check I am in time with others and I start and stop when directed. Sometimes I compose a short melody (tune) to fit with our music or I improvise my own rhythm part. **Vocab:** melody compose improvise perform agogo bell	Famous artists Great composers topic Reflect, rewind and replay

LKS2 – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A	Why Do We Remember the Egyptians? Egyptian topic Let Your Spirit Fly I have listened to and can sing a ballad in R&B style. I know that R&B songs use synthesizers and drum machines. I can demonstrate a melisma! I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound **Vocab:** R&B ballad choir melisma synthesizer	Stone Age Survivors Nativity I sing songs from memory with accurate pitch and in tune. I show control in voice and pronounce the words in a song clearly (diction). I can maintain a simple part within an ensemble.	What Was Cornwall's Most Valuable Asset? The Dragon Song I have listened to music from different countries and I can name some instruments from other parts of the world. When I sing I know I need to sit or stand up straight so that my posture is good, I can breathe properly and produce a good sound. I can sometimes create a 'listening map' which visually describes the music I hear. **Vocab:** posture listening map dizi tabla zurna rebabah	Would You Rule in Rome? Celts and Roman Topic Bringing us Together I recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove. I am becoming more confident at singing and feel comfortable enough to attempt a solo – even if it is only a very short echo warm-up! With the teacher's help I learn simple melodic parts on an instrument to play along with our music. **Vocab:** disco solo melodic bass line	Where Would You Thrive? Glockenspiel Stage 1 I can play the glockenspiel along to songs we have song. I can improvise some songs on the glockenspiel. I know the difference between pulse and rhythm. I know how pulse, rhythm and pitch work together to create a song. I can play and read notes C, D, E and F. **Vocab:** improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Reflect, rewind and replay
Year B	Saxon Settlement Mamma Mia I recognise some style indicators of 1970's pop music by Abba including the hook and the way the four voices are used. I can describe the structure of Mamma Mia and I can compare the musical texture of different parts of the song. I can feel the pulse inside me when I'm singing with the class and I can move in time with the music. **Vocab:** Abba hook structure texture backing bridge introduction ending xylophone	Magnificent Monarchs Nativity I can sing in tune, breathe well, pronounce words, change pitch and dynamics. I can perform with control and awareness of what others are singing/ playing.	Travelling Through Europe Celts and Roman topic Lean on Me I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18th century. I can explain call and response style. I have tried singing a harmony part (in a group) whilst others are singing the main melody. I have improvised a simple instrumental part within our performance. **Vocab:** lyrics harmony call and response gospel music glockenspiel	Creating Cycles Oceans, seas and Rivers topic Blackbird I know The Beatles became famous in the 1960's and influenced many other musicians. When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others. In a song I can usually identify the chorus and verses and work out the structure. Sometimes I improvise simple vocal parts in our song **Vocab:**The Beatles influence riff glockenspiel	Exploring Our Environment Glockenspiel Stage 2 I can play the glockenspiel along to songs we have song. I can improvise some songs on the glockenspiel. I know the difference between pulse and rhythm. I know how pulse, rhythm and pitch work together to create a song. I can play and read notes C, D, E, F and G. **Vocab:** improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Reflect, rewind and reply

UKS2 – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A	**Classroom Jazz 1** I have explored more Latin American bossa nova songs and recognise the distinctive rhythms used. I can name some instruments used in jazz music and I know what they sound like. I can play a melody based on 3 notes in time with the backing and perform quite confidently. I can improvise my own melody on 3 notes and I know when to start and stop playing. **Vocab:** saxophone trumpet head middle 8 piano rhythm section	**Nativity** I show control, phrasing and expression in singing. I can hold part in a round (pitch/structure). I can perform in solo and ensemble contexts.	**The Fresh Prince of Bel Air** I recognise 'old school hip hop' style and can demonstrate how rapping is different to singing. I am more confident in my rhythmic and vocal skills and I can rap with a strong sense of pulse. I have tried making up my own rap and have performed with others to a rhythmic backing. I enjoy listening to others perform and can comment constructively on their performances. I can make a simple graphic score to help remember my part. **Vocab:** scratching 'old school hip hop' graphic score rap decks appraise	**Dancing in the Street** I recognise motown style and know what a brass section is. I am aware different instruments have their own timbre (type of sound) and when instruments and voices combine in different ways the timbre changes. I sing clearly and confidently in a group and I sometimes volunteer to sing solo. I understand the importance of a conductor/leader when performing. **Vocab:** trombone brass section motown timbre conductor soul	**Ukulele course** I can hold a Ukulele in the correct way. I can strum along to the pulse of a song. I can pluck strings to play a melody. I have learnt the chords C, F, G7 and G. **Vocab:** tune, strings, chord, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	**Reflect, rewind and replay**
Year B	**Classroom Jazz 2** I know that blues music was created by African-American communities at the end of the 19th Century who had suffered through slavery. I can use some of the notes of the C major scale to improvise and I know I should start and end on the 'home note' (C). I composed my own blues music and was able to write it down in simple notation on the worksheet provided. **Vocab:** blues spirituals work songs chord sequence C major scale Duke Ellington big band	**Nativity** I can sing or play from memory with confidence. I take turns to lead a group. I can maintain my own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. I perform in live contexts, accounting for musical dimensions.	**Happy** I can compare songs in different styles and describe their similarities and differences using musical language. I understand how we can use musical elements like tempo, pitch, dynamics, texture and timbre to create a mood. I can use graphic scores and simple staff notation to record my musical ideas. I can perform my role in an ensemble with awareness of the overall effect. **Vocab:** staff notation treble clef stave awareness musical elements	**You've got a Friend** I am confident about sharing my musical ideas with others and I listen with interest and respect to other people's ideas. I understand that working together well, careful rehearsing and singing/playing with an awareness of the whole ensemble are important for a successful performance. I sometimes take the lead and I can often tell if someone gets out of time with the group – sometimes I can help them to feel the pulse again. **Vocab:** diminuendo crescendo string section	**Ukulele course** I can hold a Ukulele in the correct way. I can strum along to the pulse of a song. I can pluck strings to play a melody. I have learnt the chords C, F, G7 and G. **Vocab:** tune, strings, chord, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	**Reflect, rewind and replay**

LKS2 – Modern Foreign Languages: French

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A	**Stage 1 & 2 Project A: Getting to know you** • Ask and answer name • Ask and answer simple feelings • Count 0-11 • 6 colours • Listening and responding to target language • Practising sounds	**Stage 1 & 2 Project A: Calendars and celebrations** • Days • Months • Listening and responding to target language • Practising sounds • Respond to simple question • Asking the day / month • Ask birthday month	**Stage 1 & 2 Project A: My pets and family** • Exploration of nouns (singular /plural and gender) • Animal nouns • Ask and answer a like/dislike • Following a story, simple sentences with adjectives. • Family members	**Stage 1 & 2 Project A: Carnival, animals and aliens** • Counting • Colours • Personal information questions • Associating colour adjectives with nouns • Playground games • Reading aloud a rhyme	**Stage 1 & 2 Project A: Fruit, veg and a hungry giant** • Polite request • Listening and responding to polite requests • Following, joining in and performing a story • Nouns • Playing a board game • Fruits and vegetables	**Stage 1 & 2 Project A: Going on a picnic with the gingerbread man** • Nouns • Following, joining in and performing a story • Speaking and writing simple descriptive sentences • Counting • Colours • Personal information questions and answers • Body part nouns • Place nouns and phrases
Year B	**Stage 1 & 2 Project B: Getting to know the class** • Ask and answer name • Ask and answer	**Stage 1 & 2 Project B: Days in the town** • Days, months, colours • Listening and responding to target language • Practising sounds	**Stage 1 & 2 Project B: Alien family and other animals** • Exploration of nouns (singular /plural and gender)	**Stage 1 & 2 Project B: Aliens, physical puppets and performance** • Counting • Colours • Personal information	**Stage 1 & 2 Project B: Ice creams, fruit and vegetable flavours** • Polite request • Listening and	**Stage 1 & 2 Project B: Going on a jungle journey** • Following, joining in and performing a story • Speaking and writing simple descriptive

UKS2 – Modern Foreign Languages: French

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A	Stage 3 & 4 Project A: School Time • School subjects • Calendar • Opinions • Feelings • Asking and answering a like and dislike • Conjunctions and extended sentences • Following story and exploring more detailed text • Speaking and writing interesting sentences • Exploration of 1st,2nd 3rd person singular and verbs	Stage 3 & 4 Project A: City Life • Nouns and adjectives • House nouns • Descriptive sentences using nouns and adjectives • Numbers to 100 • Dialogues to buy items and tickets • Describing a place	Stage 3 & 4 Project A: Healthy food and off to market! • Fruits and vegetables and recipes • Instructional text • Make a sandwich • Follow, read aloud and perform the story of Jack and the Beanstalk • Speaking and writing creative sentences	Stage 3 & 4 Project A: Clothes make the person • Clothes nouns and use of adjectives to describe clothes • Speaking and writing descriptive sentences- Fashion Show • Reading aloud text. • Follow, join in and perform Lost Pirate's Treasure story • Play board game • Explore verb "to have" and designing a wizard's cloak	Stage 3 & 4 Project A: Out of this World • Planets • Speaking and writing descriptive sentences with nouns and adjectives and the verb "to be" • Creating personal IDs • Personal information questions and answers to form dialogues • Listening to and investigating information about planets • Designing own imaginary outer space worlds	Stage 3 & 4 Project A: Summer day at the seaside • Seaside nouns and verbs • Exploring text to understand and re-use language • Speaking and writing persuasive sentences • Extended sentences • Performing to an audience
Year B	Stage 3 & 4 Project B: School Superheroes • School subjects • Calendar • Opinions • Feelings • Time- o'clocks • Daily routine • Asking and answering a like and dislike • Conjunctions and extended sentences (feelings/ opinions) • Following story and	Stage 3 & 4 Project B: Stepping into a New World • Nouns and adjectives • House nouns • Descriptive sentences using nouns and adjectives • Numbers to 100 • Dialogues to buy items and tickets • Describing a place *Trackback: Stage 1 & 2 Sum2 Project 1*	Stage 3 & 4 Project B: Making food that is fit and healthy • Fruits and vegetables and recipes • Instructional text • Make a healthy lunch box • Write read aloud and perform "Masterchef" recipes • Speaking and writing creative sentences *Trackback: Stage 1 & 2*	Stage 3 & 4 Project B: It's me! • Clothes nouns and use of adjectives to describe clothes • Reading and speaking descriptive sentences- fancy dress • Finding about favourite things. • Exploring 1st,2nd,3rd person singular and plural of verb • Speaking and writing descriptive sentences-	Stage 3 & 4 Project B: A meal in outer space • Cafes, dialogues • Asking and answering questions • Investigating information about foods in short texts • Designing out of this world meals and menus • Understanding, remembering, recalling and	Stage 3 & 4 Project B: Summer sports day • Sports nouns and opinions • Exploring the present tense of the verb "to play" • Exploring text to understand and re-use language • Speaking and writing extended sentences • Performing to an audience

EYFS PE Overview – Arena Scheme of Work

EYFS to ensure the following targets are worked towards through the year through a range of Topic-based activities using inspiration from the Arena Scheme of Work.
The aim is that by the Summer Term the children will be having a set PE time with a structured PE lesson to prepare them for PE in KS1. Evidence to be shown through Tapestry portfolios.

To be completed throughout the year through Topic based activities.

Fundamental movement skills	Games	Dance	Gymnastics	Summer 1	Summer 2
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, learning in isolation.	I can roll a ball in an intended direction with force. Stop a moving ball, which has been rolled. Drop a beanbag onto a flat target. Throw a beanbag toward a large target. Chase and track a rolling ball. Kick a ball in an intended direction with force. Stop a moving ball, which has been kicked. Hit a ball from a standing T. Hit a moving ball. Catch a balloon. Catch a beanbag thrown by adult. Bounce a ball and catch it. Throw a tennis ball, head height and catch. I can stay in a marked out area.	I can move to music creatively. I can copy dance moves. I can follow a sequence of 3 moves. Children move to show different feelings created by music.	I can copy sequences of movements. I can move my body creatively and imaginatively in different ways. I can experiment with different ways of moving. I can understand associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy' I can follow and repeat a sequence of 3 actions. I can jump off an object and land appropriately. I can experiment with different ways of making shapes with my body. I can crawl over, under and through small apparatus.	Infant Agility Introduce to infant agility activities. Throw/run/jump.	Athletics Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

KS1 PE Overview – Arena Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics I can work on my own and in small groups to create a sequence of 3 movements or actions. I can jump from low bench and land safely. I can jump, creating a shape in the air, landing safely. I can competently roll forwards and sideways. Walking forward on a bench maintaining balance. I can maintain static balances on 1, 3 or 4 limbs for 10 seconds. I can make tuck, pike and straddle shapes, when standing, seated or laid flat. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can think of more than one way to create a sequence, which follows a set of 'rules'. I can crawl over, under and through large apparatus.	**Dance** I can create a sequence of 3 dance moves related to a stimulus. I can begin to create my own dance, moving imaginatively. I can change rhythm, speed, direction and level.	**Physical Literacy** 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.	**Year A:** **Net and Wall Games** **Year B: Striking and Fielding** Children can move with speed, agility and coordination when bouncing, dribbling, kicking a ball. Children can stop a moving ball with feet and hands. Children can competently change their speed in order to move and change direction, round objects, into space, avoiding obstacles. Understands special concepts of in front, behind, to the side, between. Hit, roll and throw, with power and accuracy. Children can catch beanbags, large balls and tennis balls. I can follow rules.	**OAA/map reading** I know that you need a map for orienteering and can remember 3 map symbols. I can follow a simple train remembering a few objects seen and can now remember 5 map symbols. I can recognise a few pictures and relate them to areas on the ground and can sometimes work collaboratively with my partner. I can navigate using a simple map. I can sometimes use the map to find the next control and not just follow other people.	**Athletics** Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

LKS2 PE Overview – Arena Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health Related Fitness Begin to develop flexibility, strength, technique, control and balance Compare their performances with previous ones. Develop competence to excel in a range of physical activities Are physically active for for an increasing period of time Lead healthy, active lives.	**Hockey** play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team	**Tag Rugby** I can use different tactics in the game when attacking or defending. I can decide where what space I should be in, during the game to support my team. I can keep possession of a ball in a game. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, passion, determination, respect, self-belief and honesty.	**Year A - Gymnastics** I can share and create phrases independently. I can repeat, remember and perform these phrases in a dance. **Year B – Dance** I can use a greater number of my own ideas for movement in response to a task. I can develop my strength through activities. I can create simple sequences with a partner that incorporate balances, speed, space, direction and rotation.	**Athletics** I can run at fast, medium and slow speeds, changing speed and direction, dependant on the distance. I can take part in a racing activity, remembering when to run and what to do. I can effectively throw a variety of objects. Compare their performances with previous ones. **Swimming** I can swim competently, confidently and proficiently over a distance of at least 10 metres.	**Striking and Fielding** I can use different tactics in the game when attacking or defending. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, respect, self-belief and honesty. **Swimming** I can swim competently, confidently and proficiently over a distance of at least 10 metres.

UKS2 PE Overview – Arena Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health Related Fitness develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time Lead healthy, active lives. **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.	**Netball** I can pass, shoot, dribble, throw in different ways. I can use forehand and backhand shots. I can explain complicated rules when being a referee. I can coach skills for others. I can lead my team in a game situation. I can play and coach competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.	**Football** I can pass, shoot, dribble, throw in different ways. I can use forehand and backhand shots. I can explain complicated rules when being a referee. I can coach skills for others. I can lead my team in a game situation. I can play and coach competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis.	**Year A - Gymnastics** I can share and create phrases individually, with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. **Year B – Dance** I can use a greater number of my own ideas for movement in response to a task. I can develop my strength through activities. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can create simple sequences in pairs or groups that incorporate balances, flight, speed, space, direction and rotation.	**Striking and Fielding** I can use different tactics in the game when attacking or defending. I can decide where what space I should be in, during the game to support my team. I can keep possession of a ball in a game. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, passion, determination, respect, self-belief and honesty.	**Athletics** I can run at fast, medium and slow speeds, changing speed and direction, dependant on the distance. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children understand and have developed flexibility, strength, technique control and balance. I can demonstrate stamina over long distance. I can demonstrate speed over short distance. I am controlled when taking off and landing in a jump. I can throw with power and accuracy.

PSHCE

Early Years Foundation Stage objectives:

EYFS
• The Early Learning Goals that link closely with PSHCE National Curriculum are: **Personal Social and Emotional Development** **Managing Feelings and Behaviour** **Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They ad ust their behaviour to different situations, and take changes of routine in their stride.** **Self Confidence and Self Awareness** **Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help** **Making Relationships** **Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.** Children will work towards achieving these objectives by the end of their time in Reception through a child centred curriculum. Opportunities to develop these skills will be encouraged and provided through child initiated learning. Concepts and skills will be taught and delivered when appropriate throughout the year, or explicitly if child interest does not arise. Below is suggested termly coverage for reception:

RSE Statutory Requirements for the end of primary

Families and people that care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
Pupils should know that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to udge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults	Pupils should know that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.	Pupils should know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.

PSHCE Overview

Programme:
Cornwall PSHCE Programme
Love and Sex Matters

Parts of the relationships section includes sex education which parents can opt to have their child taken out of. Please see lesson overviews to view specific sex education lessons.

Relationships, Health, Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Welcome to School	People who care for us	Healthy Friendships	Our Health	We all have feelings	Managing our time safely online: Jessie & Friends 1 Watching videos
	Emergencies and getting help	Rights Responsibilities and respect	Our bodies and boundaries – NSPCC PANTS	Healthy Food Choices	Good and not so good feelings	
Year 2	Respecting Uniqueness	Everyday Safety	Learning About Work	Sharing photos online: Jessie & Friends Sharing pictures 2	Jessie & Friends Playing games 2	Keeping Our Teeth Clean
	Our communities	Basic First Aid	Horrible Hands	Online interactions and information sharing: Jessie & Friends Playing games 1	Big Feelings	
Year 3	World of Work	Road Safety	Physical Activity	The internet and everyday life. Turn off Let's Play	Expressing Feelings	Sun Safety
	Spending and Saving Money	Teamwork Skills	Everyday drugs	Everyday feelings	Strategies to support wellbeing	
Year 4	What makes a good friend	Resolving conflict and managing pressure	Money choices	Safely enjoying the online world. Play, like, share 1 – Alfie	Play, like, share 3 – Fans	The environment
	Respecting Others	Everyday safety and basic First Aid	Volunteering and citizenship	Keeping personal information private. Play, like, share 2 – Magnus	Managing Feelings	
Year 5	A diverse community	Illness	Puberty 1 – bodies and reproduction	Online content	Mental health and keeping well	Risk & peer pressure
	Respectful relationships	Nutrition & healthy eating	Puberty 2 – body changes	Online contact	Managing challenge and change	
Year 6	Different types of families	Keeping your body safe 1	Spending decisions	Online friendships and keeping safe. Share Aware 1- Alex	Social Media	Changing schools
	Healthy / harmful relationships	Consent - Keeping your body safe 2	Exploring risk in relation to gambling	Skills for using the internet safely. Share Aware 2 – Lucy	Feelings and common anxieties when changing schools	

PSHCE Lesson Overview Year 1

★ Sex education

Autumn 1 – Welcome to school: This lesson introduces what we mean by positive behaviours, why they are important and how they link to school or classroom rules. It identifies some of the adults in school, who are there to help children and their roles.
Autumn 1- Emergencies and getting help: This lesson introduces the concept of an emergency and allows children the opportunity to practice making a 999 call.
Autumn 2 – People who care for us: This lesson encourages children to start thinking about the different people who care for them and the qualities of healthy relationships. It introduces children to different family structures whilst maintaining the core qualities of family life as love, protection and care. The lesson also explores where children can go for help.
Autumn 2 – Rights, responsibilities and respect: This lesson explores kindness, gratitude, positive behaviours and respect for others.
Spring 1 – Healthy friendships: This lesson introduces children to the concept of being a good friend and what qualities make up a good friend. They should be able to identify who is a good friend to them but also how to be a good friend to others. It touches briefly on simple tools to resolve conflict and this is covered more fully in later years.
★ **Spring 1 – NSPCC PANTS:** This lesson explores the definition of private parts of our bodies and how this relates to appropriate and inappropriate touch. The children also think about who and where they could go for help if they feel unsafe.
Spring 2 – Our Health: This lesson introduces the concept of general health including some basic ways to keep bodies healthy.
Spring 2 – Healthy Food Choices: "In these activities, pupils become food detectives and find out all about sugar, fruit and vegetables. By the end of the activities, the pupils have a new understanding of the importance of a variety of fruit and vegetables as an alternative to sugar and as part of their 5 a day. They will also have a better understanding of the amount of sugar in everyday food and drinks".
Summer 1 – We all have feelings: This lesson focusses on how to recognise and describe different feelings in themselves and others; and what (or who) helps them with their feelings.
Summer 1 – Good and not so good feelings: This lesson focusses on good and not so good feelings, recognising that not everyone feels the same about different things and exploring what helps people to feel better.
Summer 2 - Jessie & friends 1 watching videos: This lesson explores that while the internet can be enjoyable and fun, there are sometimes things online that can be upsetting or scary. Children learn that they should speak to an adult they trust for help or stop looking at anything that makes them feel worried, scared or sad.

Love and Sex Matters Lessons

- Loving me – This lesson will help the children lay the foundations for healthy self esteem.
- ★ Our wonderful bodies – This lesson will explore body parts and encourage children to appreciate how amazing their bodies are.
- ★ How our bodies are different – This lesson will start to explore the differences between male and female bodies.

PSHCE Lesson Overview Year 2

★ Sex education

Introduction to Lessons – Year 2

Autumn 1 – Respecting Uniqueness: This lesson helps children to understand that we are all special and unique. Our similarities and differences should be celebrated, and we all have something to offer. It develops the children's understanding of respecting ourselves and respecting others.
Autumn 1- Our Communities: This lesson helps children to understand that we all belong to different communities both inside and outside of our families.
Autumn 2 – Everyday Safety: This lesson explores safety in a range of contexts and reinforces how to get help.
Autumn 2 – Basic First Aid: This lesson introduces the concept of first aid, how to recognise if someone might need help and how to give basic first aid.
Spring 1 – Learning about work: This lesson introduces children to different jobs and careers. It explores why adults choose (and are good at) a variety of different jobs. The children should start to recognise that their individual strengths can lead to a positive job/career.
Spring 1 – Horrible Hands: In this lesson, students will learn how microbes can spread through touch and that the best way to remove microbes and prevent them from spreading is by washing your hands with soap and water.
Spring 2 – Jessie & Friends Sharing pictures 2: In this lesson the children learn about the sharing of images and the importance of consent and sharing appropriately. They also consider where to go for help if needed.
Spring 2 – Jessie & Friends Playing games 1: This lesson explores what personal information is and why it's important not to share with people they don't know.
Summer 1 – Jessie & Friends Playing games 2: This lesson explores some of the negatives of being online, that people may not be truthful or be manipulative. It looks at how and when to ask for help
Summer 1 – Big Feelings: This lesson focusses on the impact of 'big' feelings on their behaviour and how to manage this. They also practice how to ask for help with their feelings.
Summer 2 – Keeping Our Teeth Clean: This lesson explores facts about teeth, how to brush, floss and rinse, going to the dentist and ways to keep teeth healthy.

Love and Sex Matters Lessons

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- **How we love and care for ourselves –** Children will learn about how to look after their bodies and make good decisions.
- **How we love and care for our friends –** Children will learn about saying sorry and times this might be difficult.

PSHCE Lesson Overview Year 3

★ Sex education

Autumn 1 – World of Work: Building on learning from Year 2, this lesson explores different careers and education options in more detail. The lesson also looks at the different factors involved in choosing a job and how stereotypes can influence career aspirations.
Autumn 1- Spending and Saving Money: This lesson introduces children to the basics of what money looks like, where it comes from and how people decide to use their money. It looks at how children and adults might use their money differently and begins to explore how children can keep money safe.
Autumn 2 – Road Safety: This lesson explores risks in relation to road safety and how to be a responsible and safe pedestrian, cyclist and passenger.
Autumn 2 – Individual and Collective Strengths: This lesson celebrates the diverse strengths people have and allows the children to explore what skills we need for team working and why they are important
Spring 1 – Physical Activity: This lesson explores the benefits of regular exercise and highlights the risks of being inactive. It identifies what is physical activity and how it can support our mental wellbeing and happiness. It provides recommendations for how long we should be physically active and what activities we should be participating in.
Spring 1 – Everyday Drugs: This lesson will provide a foundation understanding of what drugs are, the difference between legal and illegal drugs and the health risks of both, including addiction and what this means. The children will also know where they can go for help and support.
Spring 2 – Turn Off Let's Play: This lesson explores the importance of having time away from devices and how to use others people's devices respectfully.
Spring 2 – Everyday Feelings: This lesson focusses on feelings and emotions, how these change over time and what helps people to feel good.
Summer 1 – Expressing Feelings: This lesson focuses on learning to describe and express feelings and the importance of doing so.
Summer 1 – Wellbeing: This lesson builds on messages learnt throughout the mental health curriculum and explores practical strategies and technique the children could employ to support their own and others mental wellbeing.
Summer 2 – Sun Safety: This lesson explores safety in the sun through practical activity and discussion.

Love and Sex Matters Lessons

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- **Making me –** This lesson will encourage children to reflect on what forms a person's identity. It will explore how media and advertising can shape our views and ideas. It will consider religious and non-religious perspectives on human worth. Pupils will be encouraged to think about how they feel valuable as a person and to acknowledge that healthy self-esteem is a necessary foundation for building healthy relationships.

PSHCE Lesson Overview Year 4

★ Sex education

Autumn 1 – What Makes a Good Friend: This lesson builds on learning about what makes a good friend. Children will review this learning and develop it by looking at online relationships and how friendships change and develop across lifetimes. The group will also explore solutions to managing conflict in a friendship.
Autumn 1- Respecting Others: This lesson further explores respect and how people have different opinions. It focuses on respecting other people's viewpoints.
Autumn 2 – Resolving conflict and managing pressure: This lesson builds on previous learning about healthy friendships and identifies strategies to manage conflict in relationships in a positive way. This lesson goes onto introduce how to manage peer pressure and when and where to get support.
Autumn 2 – Everyday Safety and Basic First Aid: This lesson introduces everyday safety, common hazards and how to identify them. It also looks at ways to avoid injury and harm and ways to get help if needed.
Spring 1 – Money Choices: The lesson revisits learning on why people choose to spend their money or save it. It then develops learning on value by identifying whether or not something is "good" value and what might influence this. Children will learn to identify resources to track spending habits and create basic budgets.
Spring 1 - Volunteering and Citizenship: This lesson will help children to understand the concepts of volunteering and citizenship and how they can make a difference
Spring 2 – Play, like, share 1 – Alfie: This lesson explores how to have fun safely online, including how to keep online information private and being respectful of others. It also includes where to go for help.
Spring 2 – Play, like, share 2 – Magnus: This lesson build on key messages from session 1, exploring keeping personal information safe online and understanding consent when sharing content.
Summer 1 – Play, like, share 3 – Fans: This lesson builds on the key messages from session 1&2, exploring that we must be aware that people can pretend to be someone else online to manipulate us. It discusses tactics people use to manipulate others, how we can spot them and ask for help.
Summer 1 – Managing Feelings: This lesson explores ways of managing when feelings (especially strong feelings) influence actions and behaviour, sometimes negatively. Children consider who is best to help them with their feelings and learn how to seek appropriate help and advice.
Summer 2 – The Environment: This lesson explores climate change and the environment. It also looks at positive ways in which children can work together to have a positive impact on the environment.

Love and Sex Matters Lessons

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- **My world, your world –** In this lesson pupils will think about how their actions can affect others both physically and emotionally. They will reflect on the possible consequences and resulting outcomes from specific decisions. They will consider how an awareness of potential consequences could guide their decision making processes.

PSHCE Lesson Overview Year 5

★ Sex education

Autumn 1 – A Diverse Community: This lesson explores what makes us similar and different to other people. By exploring who we are and how we connect with other people, we can start to see that we all have links and things in common, whilst celebrating diversity.
Autumn 1- Respectful Relationships: This lesson builds on learning about healthy relationships. It goes on to explore differences between families in the community and the importance of respecting differences. Children should understand how to be respectful to others and also develop an understanding of self-respect.
Autumn 2 –Illness: This lesson explores how illness is a part of human life, but we can take steps to help our bodies to keep healthy. Our bodies have natural defences but sometimes we need to use medication or vaccinations to help.
Autumn 2 – Nutrition & Healthy Eating: This lesson introduces the different food groups in a balanced diet and provides opportunities to discuss nutritional content, calories and energy. It reinforces the risks of a poor diet introduced at KS1.
★ **Spring 1 – Puberty 1:** This lesson introduces the group to key messages about conception and pregnancy, while supporting them to understand theirs and other people's bodies and how they relate to reproduction.
★ **Spring 1 – Puberty 2:** This lesson explores changes that can happen during puberty both physically and emotionally and covers menstruation.
Spring 2 – Online Content: This lesson allows children to critically assess the information and content they see online, giving them skills in understanding whether it is trustworthy source and where to go for help.
Spring 2 – Online Contact: This lesson builds on key messages from Lesson 1, developing skills in assessing online contact and whether this contact is safe. It explores the importance of not sharing personal information online and where to go for help.
Summer 1 – Mental Health and Keeping Well: This lesson builds on learning from lower KS2 about different feelings and emotions and shifts the focus to 'mental health' – what we mean by this and how we look after it.
Summer 1 – Managing Challenge and Change: This lesson explores some of the things that can affect a person's mental health as well as managing times of change and challenge. It begins to look at healthy coping strategies and how to put them into practice.
Summer 2 – Exploring Risk: This lesson explores the idea of risk, and how to manage risky situations safely.

Love and Sex Matters Lessons

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- **Changing bodies –** In this lesson pupils will explore the physical and emotional changes that take place during puberty. This lesson helps to equip children to understand strong feelings and emotions.

PSHCE Lesson Overview Year 6

★ Sex education

Autumn 1 – Different Types of Families: This lesson extends learning by looking at diversity in both romantic and family relationships. It also explores the idea of marriage or civil partnership and the alternatives. It briefly touches on forced marriage and ensures that pupils know how to get support if they feel unsafe in a relationship.
Autumn 1- Healthy/Harmful Relationships: This lesson explores how different relationships make us feel including identifying unhealthy and harmful behaviours in a relationship, from friends or family and how to get support. The lesson explores on and offline bullying and how to report this. Children will also revisit learning on difference within the community by exploring stereotypes and discrimination.
★ **Autumn 2 –Keeping Your Body Safe 1:** This lesson explores physical contact and feeling safe, and understanding how to tell someone when a situation can lead to feelings of being uncomfortable or in danger
★ **Autumn 2 – Keeping Your Body Safe 2:** This lesson follows on from 'Keeping your body safe - Lesson 1' and builds on the ideas of how to recognise concerns of feeling bad about an adult or a peer, and how to report any worries about themselves or others.
Spring 1 – Spending Decisions: This lesson continues from the Year 4 lesson 'Money choices', which explores the benefits of saving and how to track money using budgeting skills. During this lesson, children should begin to understand how their spending decisions positively and negatively impact their own and other's health and well-being and the environment.
Spring 1 – Gambling: This lesson builds on previous learning about risk and explores the risks involved with gambling and the impact it can have on people's health and wellbeing.
Spring 2 – Share Aware 1 Alex: This lesson allows children to think about appropriate content to share online and understand the importance of being respectful online, just as we should be in the real world.
Spring 2 – Share Aware 2 Lucy: This lesson leads on from key messages in lesson 1, reinforcing understanding about keeping personal information private and that there are risks to speaking to people we don't know online.
Summer 1 – Social Media: This lesson explores the positives and negatives of social media use, including key strategies to support our emotional wellbeing while being online.
Summer 1 – Feelings and common anxieties when changing schools: This lesson focuses on the feelings and common anxieties pupils may face when starting key stage 3/ starting secondary school and ways in which they can more positively manage them. It also encourages pupils to carefully consider the best sources of support when seeking help and advice.
Summer 2 – Changing Schools: "This lesson explores the transition to secondary school and identifies some of the challenges that can arise and where to get support if needed". The lesson also focusses on practical strategies to help with the transition.

Love and Sex Matters Lessons

- **In need of restoration?** In this lesson pupils will discuss the concept of forgiveness and the part it plays, or can play, in relationships. Pupils will engage in a practical activity using pebbles as a metaphor for how guilt and anger can build u p and become a burden.