



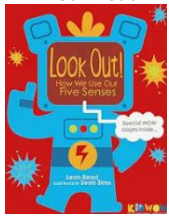

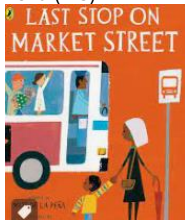


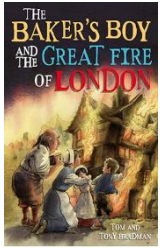





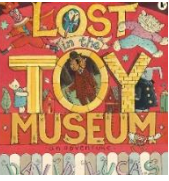
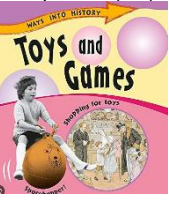

St Columb Minor Curriculum overview – Long Term plans

Year Group EYFS						
Overarching topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ready Steady Go!	Celebrations	Transport	Water, water everywhere.	Our World	Animals
Key texts	 <p>How to get your teacher ready for school Jean Reagan</p>  <p>The Snail and the whale – Julia Donaldson</p>  <p>Everybody Counts – Kristin Roskifte</p>	 <p>The Proudest Blue – Ibtihaj Muhammad</p>  <p>Pigs might fly – Jonathan Emmet and Steve Cox</p>	 <p>What we'll build Oliver Jeffers</p>  <p>We're going on a bear hunt – Michael Rosen</p>  <p>All aboard the London Bus- Patricia Toht</p>	 <p>Little Cloud – Anne Bodin and Sarah Massini.</p>  <p>Katie and the sunflowers – James Maythew.</p>  <p>Where the Wild things are</p>	 <p>Rosie's Walk – Pat Hutchins</p>  <p>Handa's Surprise Eileen Brown</p>	 <p>I want an Iguana – Karen Kaufman Orloff</p>  <p>If Sharks disappeared Lily Williams</p>  <p>Dinosaurs love underpants – Claire Freedman</p>
Writing – fiction	<p>Transcription Letter formation Writing names Fine motor</p>	<p>Poppies Cbeebies animation (WS) Proudest Blue – Story (WS) Pigs might fly – traditional tale (WS)</p>	<p>All aboard the London Bus – story (WS)</p>	<p>Where the Wild things are – story (WS) Going on a bear hunt – adventure narrative (WS)</p>	<p>Rosie's walk story (WS) Handa's surprise story (WS)</p>	
Writing – non fiction	<p>Transcription Letter formation Writing names Fine motor</p>		<p>London postcard Labelling maps / tourism leaflets</p>	<p>Katie and the sunflowers – story (WS)</p>	<p>What we'll build – advice leaflet (WS)</p>	<p>I want an Iguana – persuasion (WS) If Shark's disappeared – report (WS)</p>
Maths	<p>Getting to know you. Just like me It's me 1,2,3 Light and dark Pattern, shape and measures (see Maths MTP)</p>		<p>Alive in 5 Growing 6,7,8 Building 9 and 10 Pattern, shape and measures (see Maths MTP)</p>		<p>To 20 and beyond First, then, now Find my pattern On the move Pattern, shape and measures (see Maths MTP)</p>	
Communication and language	<p>Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Maintain attention in whole class/groups. Understand 'why' questions. Speaking Participate in small group and class discussions. Express their ideas and feelings about their experiences.</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with questions, comments or actions. Hold conversations with peers. Speaking Participate in small group and class discussions. Express their ideas and feelings about their experiences.</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with questions, comments or actions. Hold conversations with teachers and peers. Speaking Participate in small group and class discussions. Express their ideas and feelings about their experiences. Use new vocabulary learnt when speaking.</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with questions, comments or actions. Hold conversations with teachers and peers. Speaking Participate in small group and class discussions. Express their ideas and feelings about their experiences. Use new vocabulary learnt when speaking.</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with questions, comments or actions. Ask questions to clarify understanding. Hold conversations with teachers and peers. Speaking Participate in small group and class discussions. Express their ideas and feelings about their experiences. Use new vocabulary learnt when speaking. Offer explanations for why things might happen.</p>	<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with questions, comments or actions. Ask questions to clarify understanding. Hold conversations with teachers and peers. Speaking Participate in small group and class discussions. Express their ideas and feelings about their experiences. Use new vocabulary learnt when speaking. Offer explanations for why things might happen.</p>
Understanding The World:	<p>Past and Present Begin to make sense of their own life</p>	<p>Past and Present Understanding the past through</p>	<p>Past and Present Compare and contrast</p>	<p>The Natural World. Explore the natural world around</p>	<p>Africa People, Culture and Communities.</p>	<p>The Natural World. Explore the natural world around them,</p>

	<p>story and family's history. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.</p> <p>Local area walk.</p>	<p>settings, characters and events encountered in books read in class and story telling. (Bonfire night). People, Culture and Communities. Know some similarities and differences between religious and cultural communities in this country, drawing on experiences and what has been read in class.</p>	<p>characters from stories including figures from the past. Comment on images of familiar situations in the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.</p>	<p>them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. The Natural World. Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class.</p>	<p>making observations and drawing pictures of animals and plants. Explore other countries and places where animals live.</p>
Expressive Arts and Design	<p>Creating with materials: Self-portrait experimenting with colour, design and texture. Sharing their creations.</p>	<p>Creating with materials: Creating explosive firework picture with primary colours and fork. Junk modelling rocket or firework. Duckling hand-print. Salt dough lamp. Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.</p>	<p>Creating with materials: Construct a vehicle. Junk modelling a vehicle. Make and investigate flying aeroplanes. Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives with peers and teacher.</p>	<p>Creating with materials: Colour mixing. Pointillism. Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives with peers and teacher.</p>	<p>Creating with materials: African animals shadow puppets and masks. Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives with peers and teacher.</p>	<p>Creating with materials: Under the sea art. Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives with peers and teacher.</p>
Personal, social and emotional development	<p>Managing Self. Explain the reasons for rules, know right from wrong and behave accordingly. Regular physical activity. Healthy eating. Toothbrushing. A good sleep routine.</p>	<p>Managing Self. Explain the reasons for rules, know right from wrong and behave accordingly. Building Relationships Work and play cooperatively and take turns with others. Build positive relationships with adults and peers.</p>	<p>Self-regulation: Show an understanding of own feelings and those of others. Set and work towards simple goals. Focus on the teacher. Managing self: Trying new activities with independence. Building relationships: Work and play cooperatively and take turns with others. Build positive relationships with adults and peers.</p>	<p>Self-regulation: Show an understanding of own feelings and those of others. Set and work towards simple goals. Focus on the teacher. Managing self: Trying new activities with independence. Building relationships: Work and play cooperatively and take turns with others. Build positive relationships with adults and peers. Show sensitivity to others' feelings.</p>	<p>Self-regulation: Show an understanding of own feelings and those of others. Set and work towards simple goals. Focus on the teacher. Managing self: Trying new activities with independence. Building relationships: Work and play cooperatively and take turns with others. Build positive relationships with adults and peers. Show sensitivity to others' feelings.</p>	<p>Self-regulation: Show an understanding of own feelings and those of others. Set and work towards simple goals. Focus on the teacher. Managing self: Trying new activities with independence. Building relationships: Work and play cooperatively and take turns with others. Build positive relationships with adults and peers. Show sensitivity to others' feelings.</p>
Physical Development	<p>Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, dancing, jumping, hopping, skipping and climbing. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>					
Computing	E-safety: Self-image and identity. Online relationships.	E-safety: Online reputation. Online bullying.	E-safety: Managing online information.	E-safety: Health, well-being and lifestyle.	E-safety: Privacy and security.	E-safety: Copyright and ownership.
Music	Cv1. Me!	My stories	Everyone!	Our world	Big bear funk	Reflect, rewind and replay
P.E.	Gymnastics	Dance	Ball Skill	Multi-Skills	Athletics.	
Trips / Enrichment	Local area Walk. Visit to local library?	Holding a celebration.	Visit from local police?	Fieldwork to explore our local weather.		Animals visitors in school or zoo.






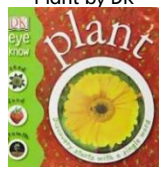

St Columb Minor Curriculum overview – Long Term plans

Year Group 1						
Overarching topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	<p>Amazing me</p> <p>Super Duper You. Sophie Henn</p>  <p>Look out – how we use our senses Leon Read</p>  <p>Grandad's Island – Benji Davis (WS)</p>  <p>Last stop on Market Street – Matt de la Pena (WS)</p> 	<p>There's no place like home.</p> <p>The Mousehole Cat Antonia Barber</p>  <p>The Way back Home Oliver Jeffers (WS)</p>  <p>Martha Maps out Leigh Hodgkinson</p>  <p>Seasons – Hannah Pang</p> 	<p>Time Travelers.</p> <p>The Bakers boy and the great fire of London Tom and Tony Bradman</p>  <p>Vlad and the Great Fire of London.</p>  <p>The Great Fire of London Emma Adams</p> 	<p>Home or Away?</p> <p>Falt Stanley's Worldwide adventure – on a mission for her majesty Jeff Brow</p>  <p>Lost and Found Oliver Jeffers</p>  <p>THE LITTLE EXPLORER A PICTURE BOOK</p>  <p>The Queen's hat – Steve Antony</p> 	<p>The Magic of Toys.</p> <p>Lost in the Toy Museum</p>  <p>The Toy Maker</p>  <p>Toys from the past – Sally Hewitt(WS)</p>  <p>Pinocchio (Carlo Collodi) WS</p> 	<p>Amazing Africa</p> <p>Too Small Tola Antinuke</p>  <p>Africa Antinuke</p>  <p>The Train Ride – June Crebbin</p> 
Writing – fiction	<p>Grandad's Island Adventure story (WS)</p> <p>Last stop on market street – story (WS)</p>	<p>The way back home - Science Fiction story (WS)</p>	<p><i>Vlad and the great fire of London (story – NOT A WS UNIT)</i></p> <p><i>Great Fire of London – Diary (WS unit from year 2)</i></p>	<p>The Queen's Hat Adventure story (WS)</p>	<p>Traditional tale Pinocchio (WS)</p>	<p>Story (Train ride WS??)</p> <p><i>Or EYFS unit on Handa's surprise if they don't use it.</i></p>
Writing – non fiction		<p>Our trip to the woods until - Our Local Area – Re-count (WS)</p> <p>Seasons – Information text (WS)</p>	<p><i>Bread making instructions / other instructions.</i></p>	<p><i>Persuasive leaflet</i></p>	<p>Toys and games - Report (WS)</p>	<p>Travel journal (WS)</p>
Poetry	<p>When I am by myself (WS)</p>	<p>Firework night (WS)</p>				
Maths	See Maths Plan					
Science	<p>Animals incl. humans – all about me (developing experts)</p>	<p>Seasonal changes (developing experts)</p>	<p>Exploring everyday materials 1 (developing experts)</p>	<p>Exploring everyday Materials (developing experts)</p>	<p>Plants. (developing experts)</p>	<p>Animals including humans – All about animals (developing experts)</p>

Geography		Local Area Study Fieldwork		Comparing London and Newquay. Countries and capital cities of the UK		Africa and the UK – compare and contrast.
History	Can I find out about my family history?		What was the impact of The Great Fire of London?		How have toys changed over the last 100 years?	
Art	Drawing me.	Drawing our favourite place.				African Sun Set
DT			Create a woven landscape to show The Great Fire of London	Creating a healthy salad using local and national ingredients.	Design, make and evaluate a Toy.	
RE	Who do Christians say made the world? (Creation)	What do Christians believe God is like? (God)	Who is Jewish and how do they live? (God/Torah/People) <i>Part 1</i>	Why does Easter matter to Christians? (Salvation)	Who is Jewish and how do they live? (God/Torah/People) <i>Part 2</i>	How should we care for others and the world, and why does it matter?
PSHE	What is the same & different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Computing	Exploring Purple Mash Grouping and Sorting E-safety: self-image and identity. Online relationships.	Pictograms Lego Builders Typing Club 1 E-safety: online relationships. Online bullying.	Maze Explorers Spreadsheets E-safety: Online reputation. Managing online information.	Spreadsheets Animated Story Books E-safety: Managing online information. Health, well-being and lifestyle.	Coding E-safety: Privacy and security.	Animated Story Books Technology outside of school E-safety: copyright and ownership.
Music	My musical heartbeat.	Dance, sing and play. Christmas music.	Exploring sounds.	Learning to listen.	Having fun with improvisation.	Let's perform together. African drums?
PE	Ball skills gymnastics	Multi skills Dance	Ball Skills Cross Country	Multi Skills Fitness	Athletics Striking and fielding.	
Trips / Enrichment		Fieldwork exploring our local area.	Fire engine in to set fire to DT London houses.		Grandparents picnic – discuss toys and games that they used in the past. Sharing of favourite toys. Games on the beach.	Animals in or zoo with FS



St Columb Minor Curriculum overview – Long Term plans

Year Group 2						
Over-arching topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Field to Plate or Farm to Fork?	Steam	Storm maker	Victorians.	Arctic Adventures	Superhumans
Key texts	<p>Fantastic Mr Fox Roald Dahl (Class novel)</p>  <p>The Crow's Tale Naomi Howarth</p> 	<p>Kate on The Case Hannah Peck (Class novel)</p>  <p>The friendship bench Wendy Meddour</p>  <p>Plant by DK</p> 	<p>The Weather weaver Tamsin Mory (Class novel)</p>  <p>The Owl who was afraid of the dark – Jill Tomlinson</p> 	<p>The secret diary of Jane Pinny by Philip Ardagh. (Class novel)</p>  <p>George and the Dragon – Christopher Wormell</p>  <p>Grace Darling – the BBC</p> 	<p>Ice Trap: Shakleton's Expedition</p>  <p>Song of the Sea – Studio Canal</p> 	<p>The Night bus hero Onjali Q Rauf (Class novel – not to be used for GR)</p>  <p>Fantastically Great Women who changed the world Kate Pankhurst</p>  <p>Fantastically Great Women who saved the planet Kate Pankhurst</p>  <p>The building boy – Ros Montgomery and David Litchfield.</p> 
Writing – fiction	Crows Tale – traditional tale / fable (WS)	The friendship bench – narrative (WS) PSHE link	The Owl who was afraid of the dark – adventure story (WS) Science link	George and the Dragon – legend (WS)	Song of the Sea – Myth (WS Y1 Unit) (Or Y3 Last Bear unit Adventure story)	The Building boy – adventure story (WS)
Writing – non fiction	How to make a bird feeder (WS) Instruction	Plants DK (WS) Information text	Hibernation – Non Chron report (WS)	Grace Darling – Biography (WS)	Ice Planet adventure park (Y1 WS unit) persuasive leaflet	<i>Additional Biography using earlier WS unit??</i>
Poetry	Strange – Valery Bloom – Comic poetry (WS) Healthy eating.				In my heart: book of feelings 'Lyrical explanation' WS unit (PSHE link)	Bathroom fiddler (Desk Diddler – Michael Rosen) (WS)
Maths	See Maths Plan					
Science	Plants (developing experts)	Living Things and their habitats. (developing experts)	Animals including humans 1 – Growth (developing experts)	Use of everyday materials. (developing experts)	Living Things and their habitats. Habitats around the world (developing experts)	Animals including humans 2 – Life cycles (developing experts)

Geography	Local industry – Agriculture. Trade and economy link. Fieldwork		Weather and seasonal changes. Hot and cold places Fieldwork		World – Continents & oceans. Polar Regions Shakleton	
History		How did Trevithick change transport?		Who was Grace Darling and when did she live?		Who were Rosa Parks & Emily Hobhouse?
Art		Colour and Emotion- Paul Klee and Frida Kahlo		(Victorian era) William Morris fabric and wallpaper designs (printing)		Newquay scene in the style of John Dyer
DT	Design, make and evaluate a healthy wrap.		Design, make and evaluate a cart for a horse.		Design, make and evaluate a model habitat for a chosen animal living in the Arctic.	
RE	Who is Muslim and how do they live? (God/Tawhid/Ibadah/Iman) <i>Part 1</i>	Why does Christmas matter to Christians? (Incarnation)	What is the 'good news' Christians believe Jesus brings? (Gospel)	What makes some places sacred to believers?	Who is Muslim and how do they live? (God/Tawhid/Ibadah/Iman) <i>Part 2</i>	What does it mean to belong to a faith community?
PSHE	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Computing	Coding Typing Club 2 E-safety: Self-image and identity. Online relationships.	Spreadsheets Effective Searching E-safety: Online relationships. Online bullying.	Questioning E-safety: Online reputation. Managing online information.	Making Music E-safety: Managing online information. Health, well-being and lifestyle.	Creating pictures E-safety: Privacy and security.	Presenting ideas Typing Club 2 E-safety: copyright and ownership.
Music	Pulse, rhythm and pitch.	Playing in an orchestra. Christmas music.	Inventing a musical story.	Recognising different sounds.	Exploring improvisation.	Opening night.
Equality and Diversity	LPBD – Zaha Hadid – Iraqi-British architect (Woman / Religion).	LPBD – Ru Paul (LGBTQ+)	LPBD – Stevie Wonder (Ethnicity).	LPBD – Grace Darling (Woman / Age).	LPBD – Ernest Shackleton (Age) To learn about the contrasting lifestyles of people that live in polar regions and compare with lifestyles in Cornwall.	LPBD – Rosa Parks (Woman / Ethnicity). To explore the impact of actions taken by significant women in history.
PE	Ball skills Gymnastics	Multi skills Dance	Ball skills Cross country	Multi skills Fitness	Athletics Striking and fielding.	
Trips / Enrichment	Fieldwork trip to a local farm.	Steam railway?			Possible trip to Charlestown heritage centre – Shakleton exhibit?	



St Columb Minor Curriculum overview – Long Term plans

Year Group 3						
Overarching topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I belong here.	Early Settlement	Fizz, Pop, Bang	Ancient Egypt	Roam the Rockies	A 'lotta chocca' And the Mighty Mayans
Key text	<p>Stig of the Dump Clive King (Class novel)</p>  <p>The Incredible Book eating boy – Oliver Jeffers</p> 	<p>Wolf Brother Michelle Paver (class novel)</p>  <p>Stone Age Boy Satoshi Kitamura</p>  <p>Skara Brae Dawn Finch</p> 	<p>The firework makers daughter Philip Pulman (Class novel)</p>  <p>Street beneath my feet Charlotte Guillain and Yuval Zommer</p>  <p>Earth shattering events Robin Jacobs</p> 	<p>Ancient Egyptian Sleepover (class novel)</p>  <p>Secrets of a Sun King Emma Carroll (WS)</p>  <p>The Happy Prince Jane ray</p> 	<p>The Indian in the cupboard Lynn Reid Banks</p>  <p>Star in a Jar Sam Hay</p>  <p>The Gardener Sarah Stewart</p> 	<p>The Great Chocco Plot Chors Callaghan</p>  <p>Rainplayer David Wisniewski</p> 
Writing – fiction	Incredible book eating boy – comedy story (WS)	Stone age Boy – story (WS)	<i>Y6 unit on Firework makers daughter could be adapted??</i>	The Happy Prince Traditional Tale (WS)	Star in a Jar – Story (WS) (PSHE link)	The Great Chocoplot – adventure story (WS) (Year 4 unit)
Writing – non fiction		Skara Brae – Holiday brochure (WS)	Street beneath my feet – Explanation (WS) Earthquakes – Non Chron report (WS)	Secrets of a Sun King (Diary) (Y4 WS unit)	The Gardener – Letter (WS) (Science link)	<i>Instruction. Chocolate mug cake EYFS WS – use Y2 unit on bird feeders for structure.</i>
Poetry	Autumn is here (WS)		Sound collector (Colour collector) (WS) – link to music.			
Maths	See Maths Plan					
Science	Light (developing experts)	Animals including humans (developing experts)	Rocks (developing experts)	Forces and magnets – (developing experts)	Plants (developing experts)	Scientific enquiry (developing experts)
Geography	The development of Newquay Fieldwork Trade & economy Link		Earthquakes and Volcanoes (Pacific)		Mountains & North America	
History		Why did the Iron Age replace the Stone Age?		How did ancient Egypt thrive?		How did The Maya differ for the ancient Egyptians?

Art		Cave painting-different mark making in mixed media.		Sculpture Clay work – creating shapes for Egyptian Jewellery	Portray movement in a drawing. <i>Joanna Stevens</i>	
DT	Design, make and evaluate a House structure for my family.		Use cross stitch and applique to design, make & evaluate a volcano tapestry.			Design, make and evaluate a 'healthy' and seasonal pizza
RE	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
PSHE	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Computing	Spread Sheets Touch Typing E-safety: Self-image and identity. Online relationships.	Simulations Branching Databases E-safety: Online relationships. Online bullying.	Presenting E-safety: Online reputation. Managing online information.	Email E-safety: Managing online information. Health, well-being and lifestyle.	Graphing Extra Online Safety E-safety: Privacy and security.	Microbits Typing Club 3 E-safety: copyright and ownership.
Music	Writing music down.	Playing in a band Christmas music.	Compose using your imagination	More musical styles.	Enjoying improvisation	Opening night.
PE	Netball Fitness	Football Tennis	Gymnastics Cross country	Basketball Egyptian Dance	Athletics Striking and fielding.	
MFL	French: Greetings	French: Adjectives (Colour shape and size)	French: Playground games (numbers and ages)	French: Classrooms	French: Transport	French: Circle of life (animals)
Trips / Enrichment	Local area fieldwork	Palaeontologist visit?	Identify types of rocks found on our local beach.	Sleeping with the Sharks	Planting at Newquay orchard.	



St Columb Minor Curriculum overview – Long Term plans

Year Group 4						
Overarching topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Groovy Greeks	Magnificent Mediterranean	Gladiator	Flow	Anglo-Saxons and Scots	Cornish Coastal adventure
Key text	<p>Who Let the Gods Out Maz Evans (Class novel)</p>  <p>Theseus and the Minotaur – Hugh Lupton and Daniel Morden</p> 	 <p>Rooftoppers by Katherine Rundell. (class novel)</p>  <p>Journey by Aaron Becker</p>	<p>Vita and The Gladiator Ally Sherick (Class novel)</p>  <p>Roman Diary – The Journal of Iliona – A young slave, Richard Platt.</p>  <p>Farther – Graham Baker Smith</p> 	<p>Once upon a raindrop James Carter</p>  <p>Journey to the River Sea Eva Ibbotson (Class novel)</p> 	<p>Arthur and the Golden Rope. Joe Todd Stanton</p>  <p>The Princess and the Pea Lauren Child</p> <p>The Iron Man – Ted Hughes.</p> 	<p>The Mermaid of Zennor by Charles Causley</p>   <p>To the edge of the world – Julia Green.</p> <p>Float by Daniel Miyares</p> 
Writing – fiction	Theseus and the Minotaur Myth (WS Y3 Unit)	Journey – Adventure story (WS unit)	Farther – legacy story (WS) (PSHE link)		The Iron Man (WS)	Float – Daniel Miyares WS unit - story The whale by Ethan and Vita Murroe (WS – Mystery story)
Writing – non fiction	Ancient Greek recount (WS unit)	Sicily holiday brochure (WS unit)	The journal of Iliona – Diary (WS)	Once upon a raindrop – script for a factual tour (WS)	Nikola Tesla biography (WS unit – science link)	
Poetry	Still I rise (WS)			The River by Valerie Bloom (WS)		
Maths	See Maths Plan					
Science	Animals incl. humans (developing experts)	Living Things and their habitats. (developing experts)	States of matter. (developing experts)	Sound (developing experts)	Electricity (developing experts)	Living things and their habitats – conservation (developing experts)
Geography		The Mediterranean (Greece & Italy focus). Trade and economy Link		Rivers Fieldwork		Coasts and the water cycle. Fieldwork
History	How did the Ancient Greeks change our world?		What was the Impact in Britain of the Roman invasion?		Invaders: how does the Anglo-Saxon invasion compare to the Roman invasion?	


Art		Drawing Landscape observational drawing <i>Stuart Parker</i>		Painting <i>Tom Holland</i> <i>Range of classic landscape artists</i>		Sculpture in our environment <i>Barbara Hepworth</i>
DT	Design, Make & evaluate a Greek Salad for family or friends to enjoy.		Design, make and evaluate a fabric book sleeve from one of our class reads this year.		Design, make and evaluate an Iron Man face with light up eyes.	
RE	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	How and why do people in Cornwall mark significant events in community life?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	What does it mean to be Hindu in Britain today?
PSHE	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others & the environment?	How can we manage risk in different places?
Computing	Coding E-safety: Self-image and identity. Online relationships.	Logo Animations E-safety: Online relationships. Online bullying.	Effective Searching Hardware investigators E-safety: Online reputation. Managing information online.	Making Music E-safety: Managing information online. Health, well-being and lifestyle.	Microbits Introducing AI E-safety: Privacy and security.	Online Safety Typing Club 4 E-safety: Copyright and ownership.
Music	Musical structures	Exploring feelings when you play. Christmas music.	Compose with your friends.	Feelings through music.	Expression and improvisation.	The show must go on!
PE	Fitness Football	Greek Dance Netball	Basketball Cross country	Gymnastics Tennis	Athletics Striking and fielding	
MFL	French: Portraits (describing people)	French: Clothing	French: Numbers, calendars and birthdays	French: Weather and the water cycle.	French: Food – Miam, miam	French: Songs (sentence construction)
Trips / Enrichment		Eden project visit – Mediterranean biome? (rainforests in Y5)		River field-work trip.		Coastal field-work trip. Okehampton-camp.



Year Group 5						
Overarching topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Anglo Saxons & Vikings	Rainforests	The Monarchy	The impact of climate change	Industrial Revolution	Earth and Space
Key text	Beowulf – Michael Morpurgo  Fury of the Vikings by Dominic Sandbrook  Gorilla – Anthony Brown 	The Explorer Katherine Rundell  	My friend Walter, Micheal Morpurgo. (Class novel) 	Floodland Marcus Sedgwick  The Last Bear Hannah Gold (Class novel) 	Cogheart by Peter Bunzl 	Cosmic by Frank Cottrell-Boyce  Lights on Cotton Rock.- Dabid Litchfield. 
Writing – fiction	Gorilla	Explorer – Adventure story (WS Unit)	The Piano (WS unit)		The Fantastic Flying books of Mr Morris Lessmore – Fantasy story (WS unit)	Cosmic (WS unit)
Writing – non fiction	Should beavers be released into the wild – balanced argument (WS unit) (Science link)	Refugees – the long journey (WS) (PSHE link)	Persuasive letter – could use Y4 unit as a basis – inviting an author into school – link to focus on Michael Morpurgo	Plastic pollution – speech (WS unit) David Attenborough biography – save the planet (WS)	Screen use (WS) Balanced argument	Mars Transmission (Science link) WS
Poetry		The most dangerous animal in the world (WS) Science link.			The Malfeasance (WS – be kind – PSHE link) – but could be done at any point really	
Maths	See Maths Plan					
Science	Animals incl. humans (developing experts)	Living Things and their habitats. (developing experts)	Properties of materials	Changes of materials (developing experts)	Forces (developing experts)	Earth and Space. (developing experts)
Geography		Rainforests & South America. Trade and economy Link		Sustainability and Climate Change Fieldwork		Deserts and Plains Time zones.
History	Were the Vikings the most successful invaders?		How powerful were the Tudor Monarchs?		What was the impact of the Industrial Revolution in Britain?	
Art	Painting and Print <i>Anglo Saxon Symbols</i> <i>Viking art</i>		Drawing and paint - map-work <i>Clair Rossiter</i>			Sculpture in nature

						<i>Andy Goldsworthy (Beach School)</i>
DT		Design, make and evaluate a sustainable fabric Christmas tree decoration		Design, make and evaluate a pasty.	Design, make and evaluate lever and pulley for tin mines.	
RE	What does it mean if Christians believe God is holy and loving?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	What matters most to Humanists and Christians?	Christians and how to live: 'What would Jesus do?'	What does it mean to be a Muslim in Britain today?
PSHE	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Computing	Word Processing E-safety: Self-image and identity. Online relationships.	Coding Typing Club 5 E-safety: Online relationships. Online Bullying.	Game creator E-safety: Online reputation. Managing online information.	External Devices E-safety: Managing online information.	Concept Maps Databases E-safety: Health, well-being and lifestyle. Privacy and security.	Data Bases 3D Modelling Typing Club 5 E-safety: Privacy and security. Copyright and ownership.
Music	Melody and harmony in music.	Sing and play in different styles. Christmas music.	Composing and chords.	Enjoying musical styles.	Freedom to improvise.	Gustav Holst and the planets suite (space link).
PE	Fitness Hockey	Football Gymnastics	Basketball Touch rugby	Netball cross country	Athletics Rounders	Athletics Gustav Holst Dance.
MFL	French: Monster pets (sentence structure and gender)	French: Space (sentence structure, adjective and preposition)	French: Shopping and food	French: The world, directions and climate	French: The week - verbs	French: Meet my family
Trips / Enrichment		Eden Project Visit – rain-forests.	Pendennis castle? (Henry VIII)	Beach clean. Suez recycling centre. Visit from Southwest Water and Biffa.	LONDON CAMP	Newquay spaceport visit or visit from local astronomer.



Year Group 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching topic	Incredible India	The Great War	Somewhere to settle	Crime and Punishment	Bon Voyage	
Key text	<p>Tiger Boy Mitali Perkins</p>  <p>When the mountains roared Jess Butterworth</p>  <p>Varmints by Marc Craste</p> 	<p>Warhorse by Micheal Morpurgo.</p> 	<p>Skyhawk – Gill Lewis</p>  <p>Hansel and Gretel – Niel Gaiman</p> 	<p>Black Powder Ally Sherick</p> 	<p>Kensuke's Kingdom</p>  <p>Why the Whales Came.</p> 	<p>The Final Year Matt Goodfellow</p>  <p>The Arrival – Sean Tann</p> 
Writing – fiction	Varmints – story (WS unit)	Warhorse	Hansel and Gretel – A traditional tale but not as it seems (WS)		Kensuke's Kingdom (WS unit) Adventure story	The Arrival – Sean Tan – Journey story
Writing – non fiction	Playscript	– recount (WS unit)	Origin of the species non chronological report (WS unit)	Postcard from Prison (WS unit) Guilty or not guilty – Goldilocks newspaper report (WS unit)	Factual tour of the circulatory system – tour guide speech script (WS)	Pet Peeves – Have your say (Blog) WS
Poetry		10 things in a soldiers pocket (WS)				If – Rudyard Kipling (WS)
Maths	See Maths Plan					
Science	Living Things and their habitats. (developing experts)	Electricity (developing experts)	Evolution and Inheritance. (developing experts)	Light (developing experts)	Animals incl. humans. (developing experts).	Looking after our environment (developing experts)
Geography	India. Social justice issues.		UK settlements Fieldwork – city.			Tourism and global trade. Fieldwork – Isles of scilly.
History		What was the impact of WW1		How has crime and	The history of tourism	

		on British people?		punishment changed through time?	(Local history in-depth study).	
Art		War Silhouettes	Drawing and Painting Plants and landscape art <i>Georgia O'Keefe</i>		Sculpture: Who am I? <i>Augusta Savage</i> <i>Jean-Michel Basquiat</i>	
DT	Design using CAD 3D modelling software.			Design, make and evaluate a rocket launcher.		Design, make and evaluate a motorised boat.
RE	Why do Hindus want to be good?	Why do some people believe in God and some people not?	Creation and science – conflicting or complimentary?	What do Christians believe Jesus did to save people?	For Christians what kind of king is Jesus?	How does faith help people when life gets hard?
PSHE	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
Computing	Coding Extra Online Safety E-safety: Self-image and identity. Online relationships.	Blogging Networks E-safety: Online bullying. Online reputation.	Text Adventures E-Safety: managing online information.	Spreadsheets Typing Club 6 E-Safety: managing online information.	Quizzing E-safety: Health, well-being and lifestyle. Privacy and security.	Understanding Binary Typing Club 6 E-safety: Privacy and security. Copyright and ownership.
Music	Indian Music Cv2 Music and Technology.	Developing ensemble skills. Christmas music.	Creative Composition	Musical styles – connect us.	Improving with confidence.	Farewell Tour Y6 play production.
PE	Netball Indian Dancing	Football Gymnastics	Hockey Cross country	Basketball Touch rugby	Athletics Rounders	Athletics Cricket.
MFL	French: Sport and the Olympics (the verb aller)	French: Football champions (questions and responses)	French: In my house	French: Planning a French holiday	French: Visiting a French town	
Trips / Enrichment	Classifying plants at Newquay orchard.			Scientist visit – physics?		Local field-work and Isles of Scilly trip.