

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic theme		Our local area	Cornish folktales	Dinosaurs	People who help us	Rainforests	Significant local, national event
Enquiry Question		Where do I live?	Are mermaids real?	Where did the dinosaurs go?	What makes superheroes, super?	How much does it rain in the rainforest?	Why do we need the Tamar Bridge?
English		Narrative/Recount – The Three Little Pigs – Traditional Tale /The Three little aliens and the big bad robot – Margaret McNamara Martha Maps it out – Leigh Hodgkinson Non fiction/Instructional text – Maps - Aleksandra Mizielinska and Daniel Mizielinski	Narrative/Invitation – The Singing Mermaid – Julia Donaldson Poetry/Acrostic - The Mermaid of Zennor – Charles Causley and Michael Coleman	Narrative/Recount – The girl and the dinosaur – Hollie Hughes Non-fiction/Information text – The fossil girl: Mary Anning’s Dinosaur Discovery – Catherine Brighton	Narrative/Newspaper Report – Supertato – Paul Linnet and Sue Hendra Poetry/Rhyming – If I was a Superhero – Sally Gray	Narrative/Diary entry - There’s a Tiger in the Garden – Lizzy Stewart Non-fiction/Non-chronological report - All The Way Down: Amazon Rainforest – Alex Woolf	Narrative/Instructional text – An Engineer like me – Dr Shini Somara Poetry/Riddle - Rosie Revere, Engineer – Andrea Beaty
Maths	EYFS	Getting to know you Match, sort and compare Talk about measure and patterns	It’s me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time	Length, height and time Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Sharing and grouping Visualise, build and map Make connections Consolidation
	Year 1	Place value Addition and subtraction	Addition and subtraction Shape Consolidation	Place value Addition and subtraction (within 20)	Place value (within 50) Length and height Mass and volume	Multiplication and division Fractions Position and direction	Place value (within 100) Money Time
Geography/ History		Geography <ul style="list-style-type: none"> Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings. Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment. 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 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. Use simple compass directions (North, South, East and West) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map. 	History <ul style="list-style-type: none"> Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. significant historical events, people and places in their own locality 	Geography <ul style="list-style-type: none"> Teach children about a range of contrasting environments within both their local and national region. 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. Draw attention to the weather and seasonal features. Note and record the weather. Select texts about the changing seasons. Identify seasonal and daily weather patterns in the United Kingdom 	History <ul style="list-style-type: none"> Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Include a focus on the lives of both women and men. the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 	Geography <ul style="list-style-type: none"> Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Name and locate the world’s seven continents and five oceans. Use world maps, atlases and globes to identify countries, continents and oceans. Identify 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. 	History <ul style="list-style-type: none"> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. events beyond living memory that are significant nationally or globally Include a focus on the lives of both women and men

Science		Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	Provide children with frequent opportunities for outdoor play and exploration. Offer opportunities to sing songs and join in with rhymes and poems about the natural world.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including animals. Name and describe what children are likely to see, encouraging children to recognise familiar animals whilst outside. After close observation, draw pictures of the natural world, including animals.	Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants whilst outside. After close observation, draw pictures of the natural world, including plants	Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
		<u>Materials</u> <ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rockdescribe the simple physical properties of a variety of everyday materialscompare and group together a variety of everyday materials on the basis of their simple physical properties	<u>Seasonal changes</u> <ul style="list-style-type: none">observe changes across the 4 seasonsobserve weather associated with the seasons and how day length varies	<u>Animals</u> <ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals)	<u>Animals</u> <ul style="list-style-type: none">identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <u>Seasonal changes</u> <ul style="list-style-type: none">observe changes across the 4 seasonsobserve weather associated with the seasons and how day length varies	<u>Plants</u> <ul style="list-style-type: none">identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees	<u>Seasonal changes</u> <ul style="list-style-type: none">describe changes across the 4 seasonsdescribe weather associated with the seasons and how day length varies
		Chemistry	Ecosystems	Living things	Living things	Ecosystems	Ecosystems
PSED EYFS		Talk about members of their immediate family and community (UtW) Name and describe people who are familiar to them (UtW) Identify and moderate their own feelings socially and emotionally. Develop social phrases. (C&L) Consider the feelings of others. Build constructive and respectful relationships Think about the perspectives of others	Recognise some similarities and differences between life in this country and life in other countries (UtW) Recognise some environments that are different from the one in which they live. (UtW)	Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'	Express their feelings. Show resilience and perseverance in the face of challenge See themselves as a valuable individual.	Manage their own needs. <ul style="list-style-type: none">personal hygiene Know and talk about the different factors that support their overall health and wellbeing <ul style="list-style-type: none">toothbrushing having a good sleep routine	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none">regular physical activityhealthy eating being a safe pedestrian
PSHE Year 1 (KS1)		Twinkl : PSHE Scheme of Work					
		<u>TEAM/VIPs</u> Together Everyone Achieves More/ Who are your VIPs? Listening Being Kind/ Working Together Bullying and Teasing/ Falling out Making Good Choices Families/Friends Showing you Care	<u>Diverse Britain</u> My School My Community My Neighbourhood My Country British People What Makes me Proud of Britain?	<u>Digital Wellbeing</u> The Internet and Me Online and Offline Staying Safe Online Personal Information Communicating Online True or False?	<u>Think Positive</u> Think Happy, Feel Happy It's your choice Go Getters Let it out Be Thankful Be Mindful	<u>Aiming High</u> Star Qualities Positive Learners Bright Futures Jobs for All Going for Goals Looking Forward	<u>Growing Up</u> Our bodies Is it OK? Pink and blue Your family, my family Getting older Changes
Art/DT		DT - Structures how they can be made stronger, stiffer and more stable	Art - Draw	DT - Nutrition	Art - Colour	DT – Mechanical systems for example, levers, sliders, wheels and axles	Art - 3D form and perspective
RE	EYFS	Kernewek Agreed Syllabus					
		Why is the word ‘God’ so important to Christians?	Why is Christmas special to Christians?	Being special: Where do we belong?	Why is Easter special for Christians?	Which places are special and why?	Which stories are special and why?
	Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	What is the ‘good news’ Christians believe Jesus brings?	Why does Easter matter to Christians?	Who is a Muslim and how do they live? (Double Unit)	
Ultimate questions		Identity and Community	Living a good life	Identity and Community	Identity and Community		
C o m s		Switched on Computing					



Class 1 (EYFS & Y1) – Year A

		1.1 We are treasure hunters (Computer Science: Coding)	1.2 We are TV chefs (Computer Science: Computational thinking)	1.3 We are digital artists (Information Technology: Creativity)	1.4 We are publishers (Digital Literacy: Online Safety)	1.5 We are rhythmic (Information technology: Media)	1.6 We are detectives (Information Technology: Data
Music	EYFS	Charanga (Original scheme)					
		As part of the Early Years Foundation Stage, learners have access to musical instruments through their continuous provision. Throughout the year they have opportunities to develop their listening skills and sing a range of songs linked to their life and learning experiences.					
		R.1 Me!	R.2 My Stories	R.3 Everyone	R.4 Our World	R.5 Big Bear Funk	R.6 Reflect, Rewind and Replay
	Y1	1.1 Hey You!	1.2 Rhythm in the way we walk and banana rap	1.3 In the groove	1.4 Round and round	1.5 Your imagination	1.6 Reflect, rewind and replay
PE		Fundamental movements - walking, running, dodging Wild Tribe	Fundamental movements - walking, running, dodging Ball skills - dribbling	Fundamental movements – balancing Gymnastics	FMS – balancing Dance	Fundamental movements – jumping, skipping Ball skills – sending and receiving Wild Tribe	FMS – jumping, skipping Athletics