



CORNWALL EDUCATION LEARNING TRUST
LEARNING TOGETHER



	Term 1		Term 2		Term 3	
Topic Title	Healthy Me/ Toys (Science, History)	Where do we live? (Geography, History)	Dinosaurs	Africa	Enchanted Woodland	Under the Sea!
Writing (The Write Stuff)	Narrative - Rainbow Fish Narrative - Ruby's Worry Narrative - Lost and Found Non-fiction report - Toys	Narrative - The Queens Hat Poetry - Firework Night Narrative - Last stop on market street	Ice planet Narrative - The Train Ride	Narrative - Grandad's Island Non-fiction recount - Travel Journal	Narrative - Little Red Riding Hood Recount - Our trip to the woods	Narrative - The Storm Whale Narrative - Songs of the sea
Maths (The White Rose)	Number – Place value (within 10) Addition and Subtraction (within 10) Geometry – Shape Number – Place value (within 20)		Addition and Subtraction (within 20) Number – Place value (within 50) Measurement – Length and height Weight and volume		Multiplication and division Fractions Position and direction Place value (within 100) Money Time	

<p>Science</p>	<p>Human body- Identify and name basic body parts. Say which part is associated with which sense. Investigate and describe the basic needs of animals, including humans, for survival. Describe the importance of humans doing exercise, eating the right amount of different foods and hygiene.</p>		<p>Animals – Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To define and give examples of carnivores, omnivores and herbivores. Describe and compare the structures of dinosaurs and other animals.</p>	<p>Animals – 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).</p>	<p>Plants – Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structures of a variety of common flowering plants, including trees. Seasons – To observe changes across the four seasons. To describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials – Distinguish between an object and the material from which it is made. Identify and name a wide 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.</p>
<p>History</p>	<p>Changes within living memory – Toys</p>	<p>Events beyond living memory – The Great Fire of London</p>	<p>Significant individuals – Mary Anning</p>			<p>Significant historical events, people and places in own locality – Newquay</p>

<p>Geography</p>		<p>Locational Knowledge – Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Geographical Skills and Fieldwork – Use maps, atlases and globes to identify the UK Use compass directions (North, East, South, West) and locational and directional language (left, right, near, far) to describe the location of features on a map. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple ma; and use and construct basic symbols in a key. 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.</p> <p>Human and physical geography –</p>		<p>Locational Knowledge – Name and locate the world's seven continents and five oceans.</p> <p>Geographical Skills and Fieldwork – Use maps, atlases and globes to identify the UK, countries, continents and oceans studied at this key stage.</p> <p>Place Knowledge – Understand geographical similarities and differences through studying the human and physical geography of Newquay and Africa.</p>	<p>Human and Physical Geography – Identify seasonal and daily weather patters in the UK and the location of hot and cold areas of the world in relation to the equator and the N and S poles.</p>	<p>Human and physical geography – use basic geographical vocabulary including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop</p> <p>Geographical Skills and Fieldwork – Use compass directions (North, East, South, West) and locational and directional language (left, right, near, far) to describe the location of features on a map. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple ma; and use and construct basic symbols in a key.</p>
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D&T (Kapow)	<p>Food – Fruit and Vegetables Healthy fruit smoothies 4 lessons (Kapow) Design a fruit and vegetable smoothie and accompanying packaging.</p> <p>Cooking and nutrition – To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p> <p>Design – Design a purposeful, functional and appealing product based on design criteria.</p> <p>Make –</p>	<p>Mechanisms – Wheels and Axles 4 lessons (Kapow) Design and make a moving vehicle.</p> <p>Technical Knowledge – To explore and use mechanisms (wheels and axles) in their products.</p> <p>Design – Design a purposeful, functional and appealing product based on design criteria.</p> <p>Make – Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a range of materials and components.</p>	<p>Textiles – Dinosaur Puppets 4 lessons (Kapow)</p> <p>Dinosaur hand puppet</p> <p>Design – Design a purposeful, functional and appealing product based on design criteria.</p> <p>Make – Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a range of materials and components.</p> <p>Evaluate –</p>	<p>Food – Fruit and Vegetables Exotic fruit kebabs 4 Lessons (Kapow) Design an exotic fruit kebab.</p> <p>Cooking and nutrition – To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p> <p>Design – Design a purposeful, functional and appealing product based on design criteria.</p> <p>Make –</p>	<p>Mechanisms - Moving woodland scene 3 lessons (Kapow)</p> <p>Technical Knowledge – To explore and use mechanisms (levers and sliders) in their products.</p> <p>Design – Design a purposeful, functional and appealing product based on design criteria.</p> <p>Make –</p>	<p>Structures – Constructing a lighthouse structure 3 lessons</p> <p>Technical Knowledge – To build structures, exploring how they can be made stronger stiffer and more stable.</p> <p>Design – Design a purposeful, functional and appealing product based on design criteria.</p> <p>Make – Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)</p>

	<p>Select from and use a wide range of ingredients.</p> <p>Evaluate - Explore and evaluate a range of existing products.</p>	<p>Evaluate – Evaluate their ideas and products against design criteria.</p>	<p>Evaluate their ideas and products against design criteria.</p>	<p>Select from and use a wide range of ingredients.</p> <p>Evaluate – Evaluate their ideas and products against design criteria.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a range of materials and components.</p> <p>Evaluate – Evaluate their ideas and products against design criteria.</p> <p>Make fat balls for birds.</p>	<p>Select from and use a range of materials and components.</p> <p>Evaluate – Evaluate their ideas and products against design criteria.</p>
Art	<p>Self-Portraits inspired by Picasso -To learn about the work of artists and make links to their work.</p>	<p>Great Fire of London Collage</p>	<p>Dinosaur fossils -To use sculpture and painting to develop and share their ideas, experiences and imagination.</p>	<p>Animal prints -To use colour and pattern</p> <p>African Artwork</p>	<p>Vincent Van Gough Sunflowers -To learn about the work of artists and</p>	<p>Paper plate jellyfish -To use a range of materials creatively to design and make products.</p>

	<p>Toys paintings - Learn about the work of a range of artists describing the differences and similarities between different practices and making links to their own work</p>			<p>-To use drawing and painting to develop and share their ideas. -To use colour, pattern, line, shape and space.</p>	<p>make links to their work.</p> <p>Natural fairy garden -To use a range of materials creatively to design and make products.</p> <p>Clay minibeast -To use sculpture and painting to develop and share their ideas, experiences and imagination.</p>	
Music (Charanga)		Christmas Production				
PSHE (Jigsaw)	<p>Being me in my world 1 – To feel special and safe in my class. 2 – To understand the rights and responsibilities as a member of my class.</p>	<p>Celebrating Difference 1 – To identify similarities between people in my class. 2 – To identify differences between people in my class. 3 – To tell you what bullying is.</p>	<p>Dreams and Goals 1 – To set simple goals. 2 – To set a goal and work out how to achieve it. 3 – To understand how to work well with a partner.</p>	<p>Healthy Me 1 – To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p>	<p>Relationships 1 – To identify the members of my family and understand that there are lots of different</p>	<p>Changing Me 1 – To understand the life cycles of animals and humans. 2 – To tell you some things about me that have changed and some things about me that have stayed the same.</p>

	<p>3 – To understand the rights and responsibilities for being a member of my class.</p> <p>4 – To understand rewards and feeling proud.</p> <p>5 – To recognise the choices I make and understand the consequences.</p> <p>6 – To understand my rights and responsibilities in my class.</p>	<p>4 – To know who I could talk to if I was feeling unhappy or being bullied.</p> <p>5 – To know how to make new friends.</p> <p>6 – To explain how I am different from my friends.</p>	<p>4 – To tackle a new challenge and understand this might stretch my learning.</p> <p>5 – To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p> <p>6 -To tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>	<p>2 – To know how to make healthy lifestyle choices.</p> <p>3 – To understand how to keep myself clean and healthy, and understand how germs cause disease/illness. To understand that all household products including medicines can be harmful if not used properly.</p> <p>4 – To understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>5 – To understand how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>6 – To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>types of families.</p> <p>2 -To identify what being a good friend means to me.</p> <p>3 – To know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>4 – To know who can help me in my school community.</p> <p>5 – To recognise my qualities as person and a friend.</p> <p>6 – To tell you why I appreciate someone who is special to me.</p>	<p>3 – To tell you how my body has changed since I was a baby.</p> <p>4 – To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>5 – To understand that every time I learn something new I change a little bit.</p> <p>6 - tell you about changes that have happened in my life.</p>
RE	Unit 1.2 Who do Christians say made the world?	Unit 1.3 Why does Christmas matter to Christians?	Unit 1.6	Unit 1.5 Why does Easter matter to Christians?	Unit 1.7 Who is Jewish and	Unit 1.8

	<p>(Creation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>(incarnation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>Who is Muslim and how do they live?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>(Salvation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>how do they live?</p>	<p>What makes some places sacred to believers?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
PE	<p>Gymnastics Develop balance, agility and co-ordination</p>	<p>Dance Perform dances using simple movement patterns.</p>	<p>Multi-skills</p>	<p>Invasion games</p>		<p>swimming and beach/water safety</p>
Computing	<p>Technology around us Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.</p>	<p>Programming – Moving a robot Children will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.</p>	<p>Creating media – Digital Writing Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Children will also consider how to change the look of their text, and will be able to justify their</p>	<p>Creating Media – Digital painting Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with children considering their preferences when painting with and</p>	<p>Grouping Data This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p>	<p>Programming – Animations Children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the</p>

			reasoning in making these changes. Finally, Children will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	without the use of digital devices.		introduction of algorithms.
Role Play Area	Doctors Surgery	House	Dinosaur Den	Safari Corner	Garden Shed	Beach Hut
Trips and Visits	PT Visit (Science) Lanhydrock House (History)	Bus ride (Writing and Geography) Visit from a charity rep (Writing)	Train ride - Newquay to Par (Writing)	Newquay Zoo	Forest experience Newquay Orchard Woodland walk and picnic	Follow the Newquay trail (History) Newquay Aquarium