



# WIDER CURRICULUM DESIGN



# Developing young historians



## Intent of the history curriculum

Stick	Link	Build		Use
Recall of people, dates and concurrent events	Teaching chronology	Progression of chronological knowledge	Progression of knowledge of people, places and events	How the past shapes the future

We recognise that a good grasp of historical knowledge enables people to gain a more comprehensive understanding of the complex political, economical and cultural world we live in today. Historical knowledge provides richness to conversation, explanations to events and fascination to those who learn about it. We understand that history is a narrative. It's a narrative told by different people with different viewpoints and that fact and opinion are often mixed together for us to consider, test, judge and enjoy learning. The intention of our history curriculum is to ensure that all our children develop an energetic curiosity about the past, ask questions, be inspired and build knowledge of the key people and events throughout time. We want our children to recognise that they are part of history and that lessons can be learned from the past. We intend them to interrogate and look at the past with a critical eye, with an awareness that historical events will always be open to interpretation.

We have developed the TLA history narrative that has carefully chosen people, events and eras to learn about. History teaching at TLA intends to focus on children's understanding of chronology from the early years to Year 6. Vocabulary progression is planned carefully and timeline resources are consistent to support learning throughout the school. We intend to build memory by returning to past teaching, highlighting concurrent cultures and events and helping children build their historical narrative. We have chosen to teach children about relevant historical figures like Richard Trevithick and the Penlee Lifeboat disaster to shape their understanding of Cornwall's place in history. These alongside a broader chronology of British history and world history.

### Agreed teaching principles

- That the agreed timeline resources are used to support the teaching of chronology through the key stages
- That history is taught as a narrative that is retold in many ways
- That a range of sources of evidence are presented to children
- That planning using knowledge organisers helps teachers organise intended outcomes and well sequenced lessons that build knowledge.

### Teaching approaches

- Teaching of vocabulary and key facts are done through retrieval / recall pedagogy
- Lessons begin with chronology recall including concurrent events / eras
- Concurrent events and cultures are highlighted using timelines
- Specific vocabulary, dates and names are taught and tested
- That chronological vocabulary is used consistently
- The use of artefacts in lessons to bring history alive
- Visits to relevant sites locally and nationally is key to children developing understanding and making links between today and the past.

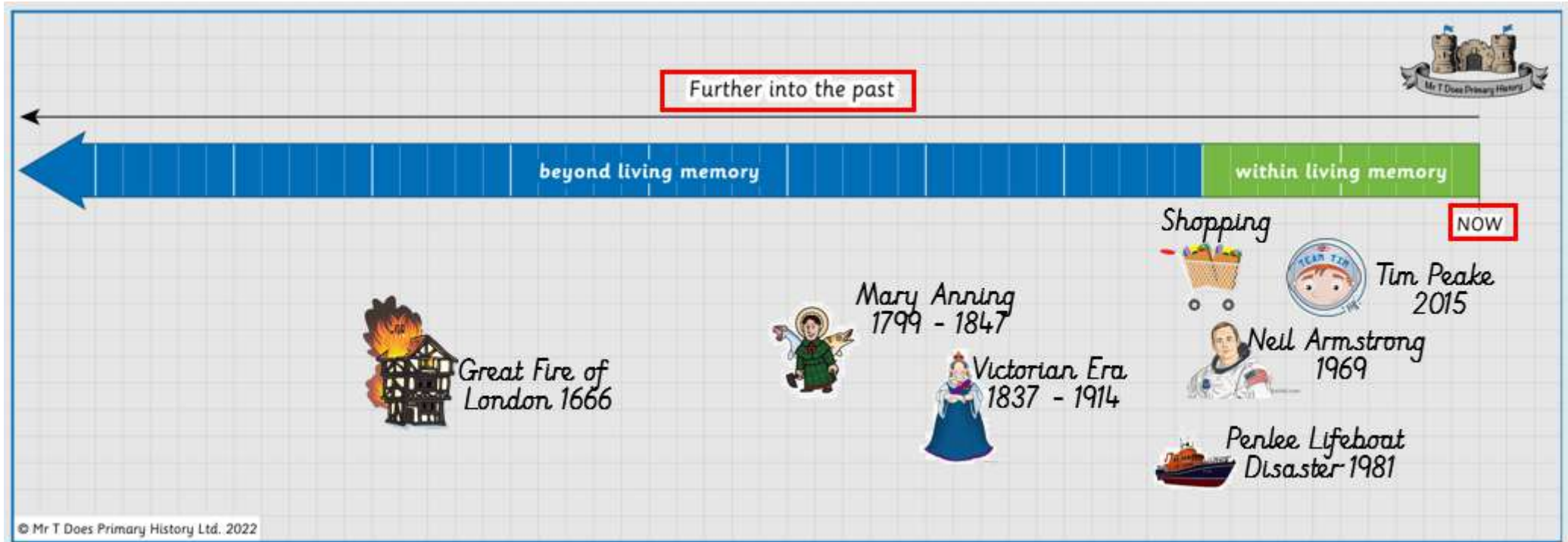
# History Foci at TLA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Shopping	Neil Armstrong/Tim Peake		Farming then and now	Great Fire of London	
	<i>Advancement Societal / cultural changes</i>	<i>Advancement Exploration and Discovery Significant individual</i>		<b>LOCAL</b> <i>Advancement</i>	<i>Advancement Significant event</i>	
Year 2		Homes now and then		Penlee Disaster Comparison – RNLI	The Victorians: schools, holidays, toys	Mary Anning
		<i>Advancement Significant individual</i>		<b>LOCAL</b> <i>Significant event</i>	<i>Advancement Societal / cultural changes</i>	<i>Advancement Exploration and Discovery Significant individual</i>
Year 3	Bronze Age/Iron Age	The Black Death	Windrush / Carnival			Roman Britain
	<i>Advancement / settlement Zoom into Bronze Age Cornwall</i>	<i>Advancement Zoom into medicines and health</i>	<i>Societal / cultural changes Zoom into Carnival culture</i>			<i>Invasion / Empire Zoom into invasion and the Roman Army</i>
Year 4	Industrial Revolution Cornish Mining		Ancient Egypt	Vikings and Saxons		World War 1
	<b>LOCAL</b> <i>Advancement Zoom into Cornish Mining</i>		<i>Civilization Zoom into Tutankhamun</i>	<i>Invasion/settlement Zoom into invasion and settlement</i>		<i>Empire / Conflict Zoom into trench warfare</i>
Year 5			Medieval Britain	The Tudors (dynasty)	Ancient Greece	
			<i>Invasion Zoom into conflict and battles</i>	<i>Empire Zoom into Henry VIII</i>	<i>Advancement Empire/Kingdom Zoom into Greek Culture</i>	
Year 6		The Mayan Civilisation	The monarchy through the ages	World War 2	Charles Darwin	
		<i>Advancement/Empire Zoom into food and material culture</i>	<i>Empire Zoom into parliament and monarchy</i>	<i>Invasion/settlement Zoom into Battle of Britain</i>	<i>Advancement Exploration and Discovery Zoom into evolution</i>	

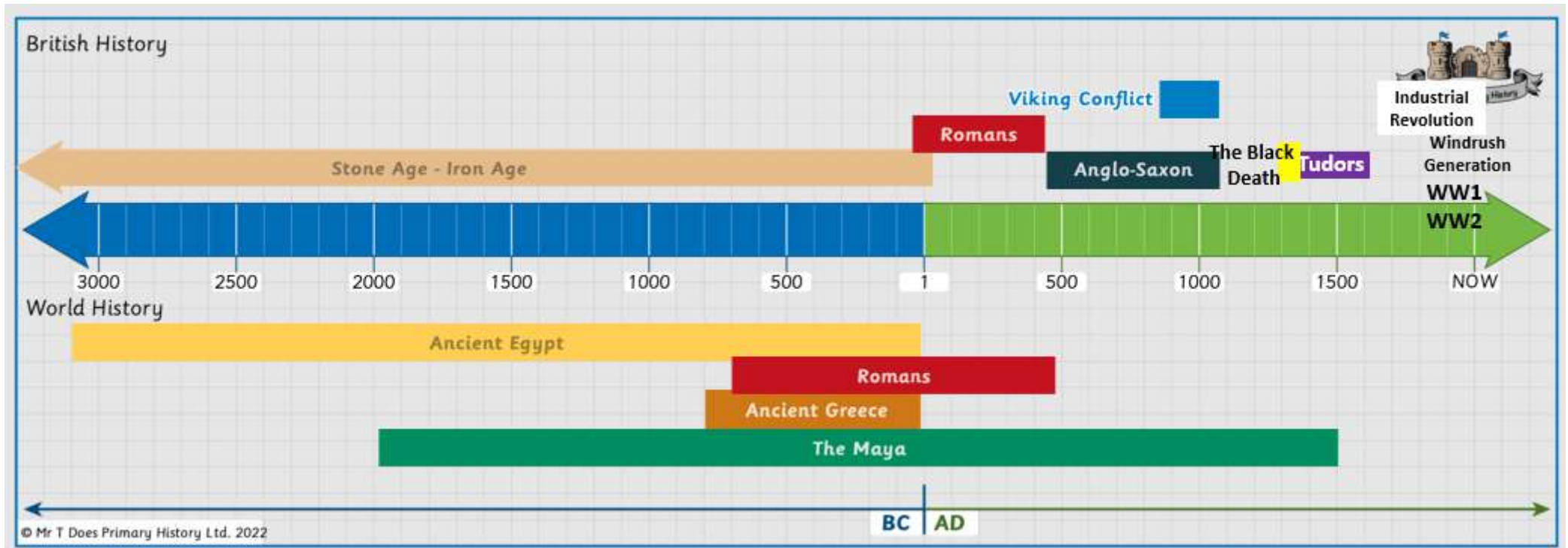
## HISTORY at TLA – teaching chronology (key conceptual vocabulary)

	<b>Term</b>	<b>Definition</b>
	<b>Sequence</b>	Placing events/people etc. in chronological order
	<b>Scale</b>	Using a mathematical scale on a timeline. The scale can vary (and probably will) and will be decided on by the teacher to begin with. It is a prerequisite for the subsequent points.
	<b>Interval</b>	The 'gap' between events, periods occurring
	<b>Duration</b>	The amount of time a period, event, lifetime runs for.
	<b>Concurrence</b>	Two people, periods, events happening at the same point in history. Periods do not need the same duration to be concurrent.
	<b>Interacted</b>	Not strictly referring to chronology BUT builds on the understanding of concurrence. Two periods or groups in history that interacted. This allows us to explore concepts such as migration, militarism, trade, culture etc.
By end of KS2	<b>BC/BCE (before Common Era)</b>	Anything that occurs before the date Christians believe Jesus was born. The numbers work in the same way as negative numbers
	<b>AD/CE (Common Era)</b>	Anything after the date Christians believe Jesus was born. Latin Anno Domini meaning "In the year of our Lord". The numbers begin at 1 as there is no 0.

# KS1 Narrative



# KS2 Narrative



# Progression of historical vocabulary

	Chronological words and phrases	Enquiry	Knowledge and Interpretation
<b>EYFS</b>			
<b>Year R</b>	past, before, now, then,(in the morning, yesterday, at the weekend)	How? Why? Because, Find out, I Wonder	I can see, I saw, the same, different, similar, change, what happened? Explain
<b>KS1</b>			
<b>Year 1</b>	<b>As previous vocabulary +</b> Long ago, Before I was born, Changes to now	Questions, find out, evidence, collect, history, information, research, artefacts, investigate, historians	find out, explain, facts, reasons, events and actions
<b>Year 2</b>	<b>As previous vocabulary +</b> The present, Stayed the same, in order, a long time ago, recently, years, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, period, timeline, primary source, impact	Questions, wonder, find out, collect, points of view, opinion, historical, information, research, sources of information, artefacts, objects, historians, investigate	find out, explain, reasons, events, causes, consequences, impact, affected, actions
<b>KS2</b>			
<b>Year 3</b>	past, before, now, then, present, period, decade, century, Long ago, Before I was born, Changes to now, Stayed the same, time scale, Interval, BC/BCE, AD/CE	Evidence to support, suggests, recognise, compare, contrast	Reason, summarise, conclusions, diversity
<b>Year 4</b>	<b>As previous vocabulary +</b> Duration, period, era, concurrent, during this time, previously, compared to	suitable sources, accurate, research, compare and contrast	present, evidence, broad, describe, characteristics, features, accounts, consequences
<b>Year 5</b>	<b>As previous vocabulary +</b> Chronology, context, the duration of, continuing on from	evidence, explore, sources, research, devise, enquire, compare, contrast and contradict, support, propaganda, hypothesis	consider, construct, appreciate, awareness, continuity, connections

<b>Year 6</b>	<b>As previous Vocabulary +</b> The narrative of history	change, cause, effect, similarities, differences, analyse,	justify, hypothesis, test, challenge, deduce, selective, refine, appropriate
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### TLA HISTORY SKILLS PROGRESSION MAP

<b>Substantive Concepts</b>	<b>Society and Community</b>	<b>Exploration &amp; Invasion</b>	<b>Power &amp; Empire</b>	<b>Conflict &amp; Disaster</b>
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<b>Disciplinary Concepts</b>	<b>Chronology</b>	<b>Evidence &amp; Interpretation</b>	<b>Cause &amp; Consequence</b>	<b>Change &amp; Continuity</b>	<b>Similarity &amp; Difference</b>	<b>Historical significance</b>
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<b>Year 1</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>SHOPPING THEN AND NOW (AUT 1)</b>	I can place events on a timeline.	With support, I can ask questions I would like to answer about what shopping was like when Grandma was a little girl.	With support, I can discuss the causes of changes to shopping and what happened as a consequence.	With support I can talk about changes to shopping on the High Street.	I can compare pictures of shopping then and shopping nowadays.	With support, I can talk about the significance of online shopping and how it has affected the High Street
<b>SPACE EXPLORERS (TIM PEAKE/NEIL ARMSTRONG) (AUT 2)</b>	I am beginning to use dates where appropriate.  I can place events, artefacts and people on a timeline.	With support, I can look at sources and ask questions about space travel.	I can discuss the causes of exploring space and what we found out about from space exploration.	I can talk about changes in Space Travel since the first mission.	I can talk about the similarities of space travel between the Armstrong and Peake missions.	I can identify how Neil Armstrong and Tim Peake have contributed to our knowledge of science and space.
<b>FARMING – THEN AND NOW (SPRING 2)</b>	I can label timelines with words such as: past, present, older and newer.  I can recount changes that have occurred in my own life.	I can look at sources and ask “What was it like for people?”  “What happened?” “What was this used for?” “How long ago?”	I can discuss causes that led to farming changing and what happened as a result.	I can say which farming methods have changed over time and which ones have stayed the same.	I can compare tools used in farming then and now.	I can name an important aspect of farming in the past and why.
<b>GREAT FIRE OF LONDON (SUM 1)</b>	I can place events and artefacts on a timeline.  I can begin to use dates where appropriate.	With support, I can use evidence of the fire to ask questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe historical changes and the events they led to.	I can use photos and written evidence to identify what the fire service was like in 1666 compared to what it is like now.	I can name a significant person from the past.

<i>Year 2</i>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>HOMES THEN AND NOW (AUT 2)</b>	<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can observe houses around me and use them to ask questions about when and how they were built.</p>	<p>I can discuss causes that led to homes changing over time.</p>	<p>I can identify how houses have changed over time and why certain features have stayed the same.</p>	<p>I can find the similarities and differences between homes built nowadays and in the past.</p>	<p>I can talk about significant changes to homes in the past.</p>
<b>PENLEE LIFEBOAT DISASTER (SPR 2)</b>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle some evidence to ask questions and find answers to questions.</p>	<p>I can identify causes that led to the Penlee Lifeboat disaster and what happened as a result.</p>	<p>I can talk about how the RNLI has changed over time.</p>	<p>I can use newspaper articles to compare the differing accounts of the Penlee Lifeboat disaster.</p>	<p>I can talk about key events which happened in the past.</p>
<b>THE VICTORIANS – COMPARING TOYS ETC (SUM 1)</b>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>I can explain how toys/school began to change over time.</p>	<p>I can say which toys/school have changed since the Victorian times and which ones have stayed the same, and talk about why.</p>	<p>I can compare and identify similarities and differences between life (toys, school) in Victorian times and now.</p>	<p>I can talk about toys /school from the past.</p>
<b>MARY ANNING (SUM 2)</b>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Mary Anning's diary)</p>	<p>I can talk about the causes of Mary Anning's discoveries and can discuss the consequences as a result.</p>	<p>I know how discoveries made by Mary Anning changed the view of dinosaurs and fossils for the world.</p>	<p>I can compare the different ways events in the past have been presented.</p>	<p>I can talk about key events and a key person from the past and why they are important.</p>
<i>Year 3</i>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>STONE AGE – IRON AGE (AUT 1)</b>	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I am developing an idea of concurrence to discuss events happening at the same time around the world.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration</p>	<p>With support, I can begin to explain the concept of change over a long period of history</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>

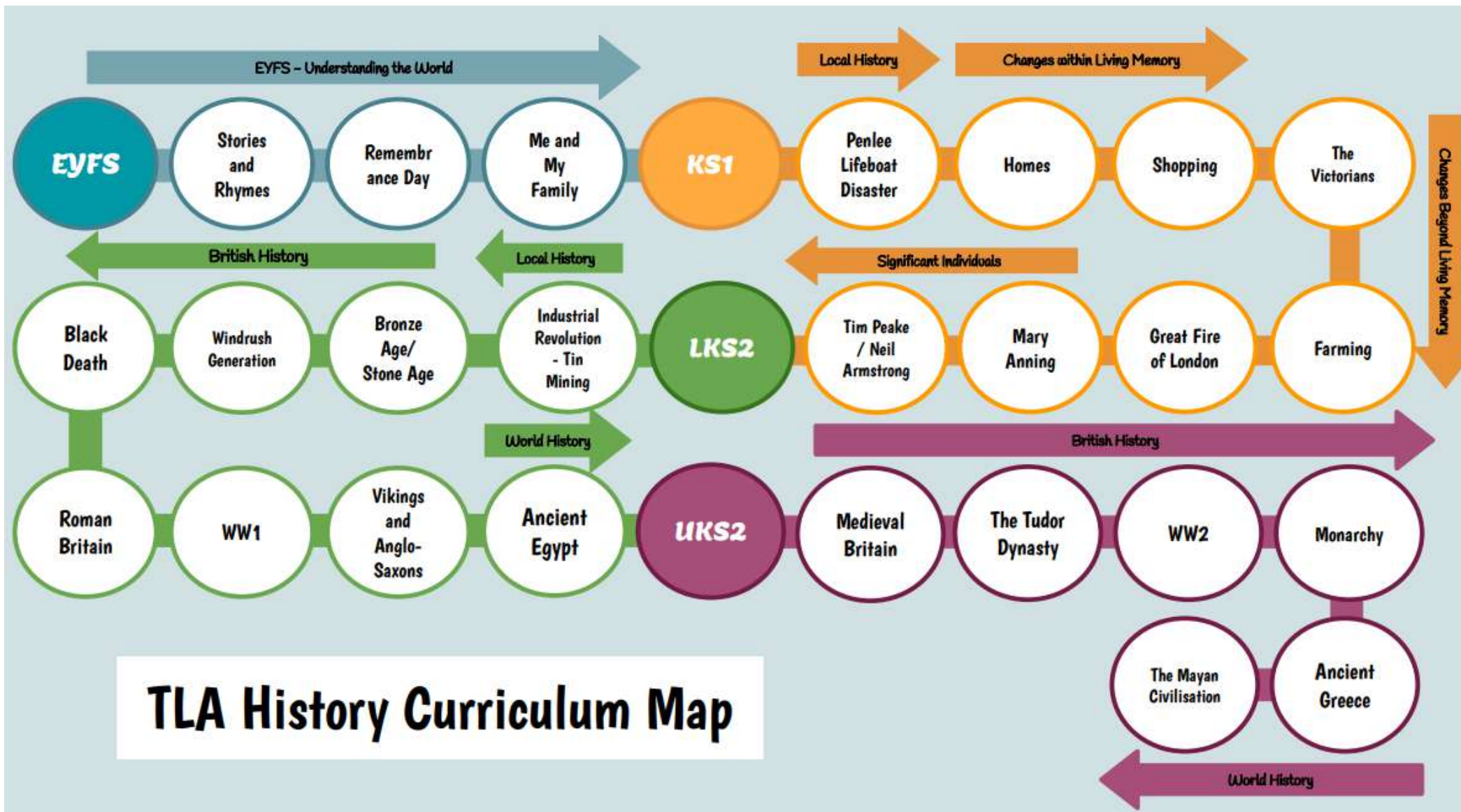
<b>THE BLACK DEATH (AUT 2)</b>	I can place ages in order of time and understand the meaning of their names.  I can place artefacts within their correct age.  I can use BC.	I can observe evidence to ask about the past and come to conclusions based on what I have seen.  I can suggest suitable sources of evidence for historical enquiries.	I can identify the causes of why the Plague spread so quickly and talk about what happened in the future as a result.	I can identify how life stayed the same for people following the Black Death, and also how life changed as a result.	I can describe the similarities and differences of life before and after the Black Death,	I know why the Black Death is a significant point of history in Britain.
<b>THE WINDRUSH GENERATION (SPR1)</b>	I can place ages and events in order of time and understand their significance.	I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and discuss the reliability of these sources.	I can identify and name the causes and consequences of enlisting the support of the Windrush Generation to Britain.	I can identify aspects of life which drastically changed as a result of immigrating to UK and aspects which remained the same.	I know how life was different or the same following the arrival in the UK.	I know that the arrival of the Windrush Generation had a huge significance in how Britain developed socially, culturally and economically.
<b>ROMAN BRITAIN (SUM 2)</b>	I can place events, artefacts and historical figures on a timeline using dates.  With support, I can use BC and AD	I can suggest more than one suitable source for historical enquiry.  I can begin to discuss the reliability of sources.	I can identify the main reasons why the Romans invaded Britain and what happened as a result.	I can identify the change and continuity in aspects of life after the Roman invasion – roads, health, beliefs, currency, homes, trade etc	I can identify how Roman Britain was different following the invasion.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).
<b>Year 4</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>INDUSTRIAL REVOLUTION (CORNISH TIN MINING) (AUT 2)</b>	I can use dates accurately in describing events and people.  I can place events, artefacts and historical figures on a timeline using dates.	I can suggest suitable sources of evidence for historical enquiries.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can identify why the Cornish Tin Mining industry was so significant and what happened to the county as a result.	I can identify the change and continuity in aspects of life for a Cornish tin miner over time – working conditions, health, home, pay etc.	I can talk about the similarities and differences of mining nowadays and during the Industrial Revolution.	I can identify why the Cornish Tin Mining industry was so significant in Britain and in particular, for Cornish people.
<b>ANCIENT EGYPT (SPR 1)</b>	I can place events, artefacts and historical figures on a timeline using dates.	I can suggest suitable sources of evidence for historical enquiries.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history	I can compare the similarities and differences between the new and old	I can suggest suitable sources of evidence for historical enquiries.

	With support, I can use BC and AD.	I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.			kingdoms of Ancient Egypt.	I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
<b>ANGLO-SAXONS AND VIKINGS (SPR 2)</b>	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings.  I can discuss whether the evidence is reliable and explain why.	I can describe the causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history.  I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
<b>WORLD WAR 1 (SUM 2)</b>	I can place events and historical figures on a timeline using dates,	I can use sources of evidence to deduce information about what life was like in WW1.	I can describe the causes of the start of WW1 and the consequences as a result.	I can identify periods of rapid change in history.	I can compare what life was like before and after WW1.	I can discuss the importance of people and events during WW1.
<b>Year 5</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>MEDIEVAL BRITAIN (SPR 1)</b>	I can place events and historical figures on a timeline using dates,	I can use sources of evidence to deduce information about the past, specifically key battles and events during medieval Britain.	I can recognise some causes and consequences of the events and battles that occurred throughout medieval Britain. I can also explain their impact on our lives today.	I can identify how people and places changed in Britain during the medieval period.	I can compare the similarities and differences between medieval battles and life compared to more modern day battles e.g WW1	I can discuss and give examples for why medieval Britain was such a significant period in British history.
<b>THE TUDORS (DYNASTY) (SPR 2)</b>	I can place historical figures on a timeline using dates,	I can use a range of sources and artefacts to deduce information about key figures during the Tudor dynasty.	I can explain the consequences that occurred both during and after the Tudor dynasty reigned.	I can give examples for how the Tudor dynasty changed depending on the ruler in control. I can also identify the key figures who created long term change and who continuity for Britain.	I can use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can discuss using specific dates, events and names the reason why the Tudors were such a famous family in British history.
<b>ANCIENT GREECE (SUM 1)</b>	I can place events, artefacts and historical figures on a timeline using dates.  I can use BC and AD.	I can suggest suitable sources for historical enquiry.  I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).

<b>Year 6</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>THE MAYAN CIVILISATION (AUT 2)</b>	I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past.  I can use sources of information to form testable hypotheses about the past.	I can describe the causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history.  I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society.  I can describe the characteristic features of the past, including ideas and beliefs.
<b>MONARCHY THROUGH THE AGES (SPR 1)</b>	I can use dates to name the reign of different monarchs and place them accurately on a timeline.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of battles due to the rulings of certain Monarchs	I can identify periods of rapid change during different reigns and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristics and actions of certain rulers and the effect they had on Britain
<b>WORLD WAR 2 (SPR 2)</b>	I can use dates and terms accurately in describing events.  I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2 and the Battle of Britain.	I can identify periods of rapid change during WW2 and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristic features of the WW2 and the BOB, including ideas, beliefs, attitudes and experiences of men, women and children.

## How do we measure the impact?

<b>Recall of previously taught knowledge</b>	<b>Quizzes during the teaching block</b>	<b>Application of knowledge in the writing curriculum</b>
<b>Formal testing of knowledge</b>	<b>Questioning during lessons</b>	<b>Marking and feedback during lessons</b>



# TLA History Curriculum Map



**Question** – ask and answer questions about people and events in the past

**Make connections** – Link events and people in the past



# I AM A HISTORIAN.

**Chronology** – Place events correctly on a timeline

**Using evidence** – use artefacts or photos to find out about the past

**Enquiry** – explain how significant events in history helps us to understand the modern world

## EXAMPLE KNOWLEDGE ORGANISER – Y3 The Romans Invasion and Empire

ENQUIRY QUESTION: What impact did the Roman invasion have on life in Britain?



- EQ1a - Who were the Romans and how did they become an Empire?
- EQ1b - Why did the Romans invade Britain and how did Britain respond?
- EQ1c - How did the Roman occupation change Britain?

**Relevant prior learning:**

This follows on from studying prehistory in Autumn and “fills the gap” in the chronological timeline of previous Y3 learning – Prehistory and Middle Ages (The Black Death).

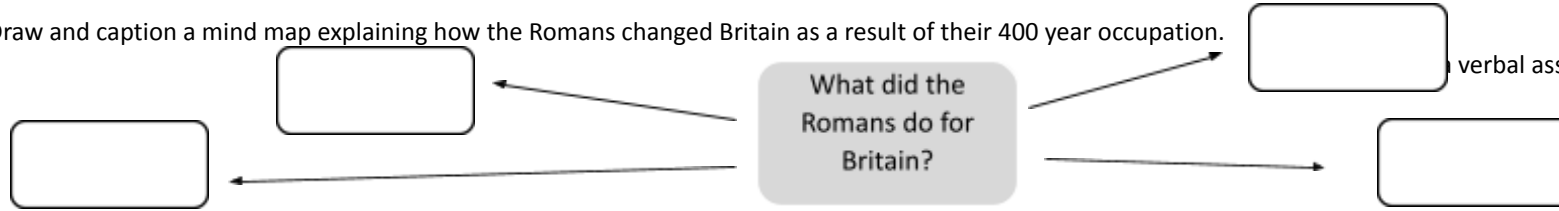
<p><b>Key Dates</b></p> <ul style="list-style-type: none"> <li>● Rome was founded circa 750BC</li> <li>● Romans conquer territories outside Italy 202BC</li> <li>● Romans Empire spreads across Europe 133BC</li> <li>● Romans invaded Britain 43AD</li> <li>● Boudicca revolts against the Romans 60AD</li> <li>● Romans leave Britain in 410AD</li> </ul>	<p><b>Key Vocabulary</b></p> <p><i>Empire</i> – a group of territories or countries ruled by one ruler or state</p> <p><i>Invasion</i> – to attack, plunder</p> <p><i>Conquer</i> – to defeat, master</p> <p><i>Trade</i> – the buying and selling of goods and services</p> <p><i>Rebellion</i> – when people refuse to obey and fight against authorities</p> <p><i>Territory</i> – an area or region of land</p> <p><i>Archaeology</i> – the study of people or artefacts from ancient times</p> <p><i>Occupation</i> – the takeover and control of one country by another</p> <p><i>Modernisation</i> – the transformation of a traditional rural society, to an urban and civilised society</p>	<p><b>Trips/events/Key Experiences</b></p> <ul style="list-style-type: none"> <li>● Bath Residential trip (16<sup>th</sup>-17<sup>th</sup> March)</li> <li>● Romans vs Celts battle (Great Flat Lode)</li> </ul>
<p style="text-align: center;">Core/Sticky Knowledge</p>		<p style="text-align: center;">Disciplinary Concepts (Being a Historian)</p>
<ul style="list-style-type: none"> <li>● Rome was founded circa 750BC</li> <li>● Rome began as a city and only became an Empire after it invaded and conquered other countries</li> <li>● The Roman Empire became incredibly powerful after these victories (culture, society, road networks, army)</li> <li>● The Romans invaded other countries like Britain because it wanted to be as powerful as possible and lead the world in trade (slaves, metals and farmland)</li> <li>● Iron Age in Britain ended because of the Roman invasion in 43AD</li> <li>● There were many attempts by Britons to rebel against the Romans e.g. Boudicca 60AD</li> <li>● The Romans built 8000 miles of roads within the first 60 years of occupation</li> <li>● They created cities with internal structures of varying sizes e.g. York, London, Chester, Bath</li> <li>● The Romans brought new ideas, goods and foods to Britain e.g. calendar, central heating, religion, language, roads, buildings, new ways to read and count</li> <li>● The Roman Empire was being attacked back in Italy by Germanic tribes which forced the army to leave and defend Rome</li> <li>● The Romans left Britain in 410AD</li> </ul>		<p><b>Chronology</b></p> <p>Links from British to European history</p> <p>Recap on scale, duration and periodisation to form a growing narrative of history</p> <p><b>Sources of Evidence</b></p> <p>How do we know? – archaeology and artefacts (Roman Baths)</p> <p>Secondary sources – accounts of Boudicca’s rebellion</p> <p><b>Cause and consequence</b> around Boudicca’s revolt</p> <p><b>Change</b> post-Roman invasion - changes to life of Britains</p> <p><b>Similarity and Difference</b> between Roman army and Celtic tribes</p>

Lesson Learning Intention	Key lesson questions	Outcome (build-up of learning)
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1	LO – To know who the Romans were and where they came from.	Who are the Romans? Where is Rome? When was Rome founded? Who ruled Rome?	<ul style="list-style-type: none"> <li>● Place Rome on a map</li> <li>● Place founding on Rome on timeline</li> <li>● Describe how Rome was established</li> <li>● Describe how life was like in Rome</li> <li>● Describe what life was like in Britain at the same time (concurrency)</li> </ul>
2	LO – To know why the Roman Empire became so powerful.	How did Rome become an Empire? What is an Empire? Why was the Roman Empire so successful?	<ul style="list-style-type: none"> <li>● Place invasion of other countries on a timeline</li> <li>● Describe an Empire – who rules?</li> <li>● Discuss what made the Roman Empire so unstoppable – army, organisation, paid soldiers</li> </ul>
3	LO – To know why the Romans invaded Britain.	Why did the Romans keep invading other countries? Why did the Romans invade Britain? Who led the invasion of Britain?	<ul style="list-style-type: none"> <li>● Explain why Romans wanted to build their Empire – what did they gain</li> <li>● Explain why the Romans invade Britain – what did Britain have that the Romans wanted?</li> <li>● Give a recount of the invasion of Britain and who led the invasion</li> </ul>
4	LO – To know how Britons responded to the Roman invasion.	How did the Celts feel about the invasion? Who led one of the rebellions against the Roman invasion? (Boudicca/Iceni) What happened as a result of Boudicca’s rebellion?	<ul style="list-style-type: none"> <li>● Discuss the feelings of Britons – was it a good/bad thing to have Romans in your country</li> <li>● Name events that led to Boudicca rebelling against Romans (cause)</li> <li>● Name events that happened after Boudicca failed to defeat the Romans (consequence) – poison, crops, starve,</li> </ul>
5	LO – To know why the Roman occupation ended in Britain.	When did the Roman occupation end in Britain? Why did the Roman occupation end in Britain? What happened after the Romans left Britain? (army/tribes)	<ul style="list-style-type: none"> <li>● Explain what was happening in the Empire at the same time</li> <li>● Place end of occupation on timeline</li> <li>● Explain how the Celts responded to the Romans leaving – tribe/soldiers</li> </ul>
6	LO – To know how the Roman occupation impacted Britain.	What legacy did the Romans leave behind? What changes did the Romans bring to British life? How did the Romans improve British life? What evidence of Roman occupation are still evident today?	<ul style="list-style-type: none"> <li>● Name the impact that Roman occupation had on Britain</li> <li>● Religion, language, calendar, new ways of counting and reading, society and culture, roads, networks, cities (Bath), buildings etc.</li> <li>● Describe where we can still see evidence of the Roman occupation even today</li> </ul>

**End of Unit Assessment piece**

Draw and caption a mind map explaining how the Romans changed Britain as a result of their 400 year occupation.



(Can also be completed as verbal assessment)

**End of Unit Assessment and Evaluation**

Supported	Expected	Extended
Which concept? What support/scaffolding was required?		Which concept? What challenge/next is required?

**Evaluation of Unit**

WWW -

- 

EBI -

-

# Developing young geographers

## Intent of the geography curriculum

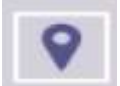






Stick	Link	Build	Use
REGULAR RECALL OF LOCATIONAL KNOWLEDGE	HOW GEOGRAPHY EXPLAINS THE WAY THINGS LOOK & CHANGE OVERTIME	KNOWLEDGE OF PLACE, PROCESSES, LOCATIONS	INTERPRET LANDSCAPES

We agree that geographical understanding helps explain how the world looks, how humans develop it, how processes change it and why we face a climate crisis today. Geographical knowledge is key to understanding the world's great physical processes and the development of children's local human and physical environment. It helps children understand the uneven development of the human world and develop curiosity about the wonders of the natural world's complexity and scale.

The intention of our geography curriculum is to develop children's locational knowledge, place knowledge and knowledge of human and physical processes. As knowledge is acquired, it is intended to teach the geographical skills required to gain further knowledge and develop understanding. Skills that help them to interpret landscapes, navigate, explain phenomena and to provide answers to questions about the natural and human aspects of the world. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.



## Agreed principles & teaching approaches

- That locational knowledge is regularly recalled and returned to in order to develop memory
- That previous knowledge is revisited using recap quizzes
- Existing knowledge is recalled at the beginning of each unit and recaps at the beginning of each session to recall previous learning
- That place knowledge is best taught through comparison case studies that link locational knowledge, processes and perception / experience together
- That geographical skills are taught as the relevant knowledge is acquired by the children
- That although most geographical knowledge is taught discretely, much content will be taught in other subjects such as history, science and forest school sessions
- That teachers organise the intended knowledge that is to be taught into consistent planning documents
- That geographical vocabulary is progressive and planned specifically
- That our learning in geography is intrinsically linked to our English and Art final projects at the end of each half term (a sense of product, achievement when the children have something to show at the end of their learning)
- That our local environment is fully utilised to achieve the desired outcomes, with extensive opportunity to learn outdoors and get to know our local area

Planning through themes		
	<b>Place</b>	What is it like, what happens there, how it changes, emotional response
	<b>Space</b>	Location, distribution, patterns and network connections, layout
	<b>Environment</b>	Physical and human processes, actions and features, change
	<b>Scale</b>	Local, regional, national, continental, global
	<b>Environmental Impact</b>	Interactions, change. Usage, sustainability, effects, response
	<b>Cultural awareness</b>	Diversity, disparity, connections, social identity, values
	<b>Interconnections</b>	Links between features, places, events and people

## Progression of Geography Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge / Place Knowledge</b> 	Name and locate different parts of the local community.	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
<b>Human and Physical Processes</b> 	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.
<b>Geographical Skills – enquiry and investigation</b> 	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.
<b>Geographical Skills – Fieldwork</b> 	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations,




			school and local environment.				measurements and recordings.
<b>Geographical Skills – interpret a range of sources of geographical information</b> 	Use a range of sources such as simple maps, photographs, magnifiers.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
<b>Geographical Skills – communicate geographical information</b> 	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.

## TLA Geography Topic Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			The UK (focus on Plymouth)			<b>LOCAL AREA STUDY</b> Godrevy
Year 2	Hot and Cold Places Rio		Continents and Oceans			
Year 3				Volcanoes	Climate Zones	
Year 4	EUROPEAN STUDY The Mediterranean				Rivers	
Year 5	NON-EUROPEAN STUDY The Amazon	Maps (Focussing on UK)				Mountains
Year 6	<b>LOCAL AREA STUDY</b> Coasts				Charles Darwin The voyage of the Beagle	John Muir Award Environmental change

# Exemplar Knowledge Organiser

## YEAR 2 GEOGRAPHY: MAPPING

Locational knowledge 	Place Knowledge 	Processes (Human & Physical) 
Scale (local, regional, national, global) Distribution	What's it like, perspective, change, emotional response	Impact, environmental impact, culture, interconnections
<p>Maps - school - area (local)</p> <p>Maps - atlases (global)</p> <p>Maps - Harlyn (coastal)</p> <p>Looking at maps for different purposes</p>	<p>Maps - bird's eye view - change of perspective from above to onlooking</p> <p>Keys on a map (making links with things we know and helping us recognise familiar in unfamiliar places).</p> <p>Different uses of maps...looking at a variety to see how they can be used differently.</p>	<p>How maps have changed over time and why (Cartography)?</p> <p>Who used to use a map (pirates)/Who still uses a map?</p> <p>Coordinates on a map (simple) up to 4 figure</p> <p>Compass (8 point)</p>

Vocabulary	Meaning	Vocabulary	Meaning
Maps	<i>a drawn area of the land or sea</i>	Compass	<i>a tool showing north, east, south and west</i>
Key	<i>A list of symbols that appear on a map</i>	Direction	<i>the way that you should move</i>
Symbol	<i>a tool showing north, east, south and west</i>	Locate	<i>finding a place or position</i>
Coordinates	<i>Coordinates are a set of numbers or numbers and letters together that show you a position on a map.</i>	Bird' eye View/plan view	<i>The view from above</i>
Atlas	<i>An atlas is a book or collection of maps.</i>	Cartographer	<i>Cartographers and photogrammetrists typically collect and verify data used in creating maps.</i>
globe	<i>A globe is a spherical model of Earth</i>	Grid reference	<i>A grid reference is a location on a map, which is found using the northing and easting numbered lines. Grid references are useful for helping a map user to find specific locations.</i>

Key Questions...	
What is a map and why is it important?	Can maps change over time?
How do you use a map?	Are maps still used today?
How do keys/scales on a map help us to locate things?	What are compass points and how do they help us with directional knowledge?

Trips/experiences and sources of information		
Follow a map to lead down to Harlyn beach (write instructions later in the half term based on this map)	Creating their own maps of the school and classroom (using these to write instructions for someone else to follow using their map and locational oracy).	Newquay Orchard (imagine outdoors)
Orienteering around the school (learning how to use a plan view map to locate areas and objects).	Using chalks to learn coordinates and grid references.	

How do we measure the impact?		
<b>Y2-Y6 Recap quizzes in books</b>	<b>TLA Big Map</b>	<b>Observations of children on field trips</b>
<b>Outcomes in writing books show the depth of knowledge the children have of the units of work</b>	<b>Writing products always have a link to topics</b>	<b>Evidence in topic books</b>

# Developing young artists

Intent of the art curriculum			
Stick	Link	Build	Use
KNOWLEDGE OF ARTISTS AND THEIR WORK	DEVELOP APPRECIATION	GAIN ARTISTIC SKILLS	DEVELOP CHARACTER, RESILIENCE & ORACY
<p>The art curriculum is intended to develop children’s artistic skills, as well as an understanding of their own and others’ cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Progression of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) is well planned supporting teachers in teaching progressive skills and knowledge of technique and artists work.</p> <p>Cornwall has a rich artistic heritage with some of Britain’s most influential artists having based themselves here. The art curriculum intends to teach children about Cornwall’s place in the artistic world as well as exposing them to the work of many great artists.</p>			

Implementation – Agreed principles	
Teaching principles	Sketchbooks
<ul style="list-style-type: none"> <li>• That a wide variety of materials are provided</li> <li>• That learning based on the work of artists, style of art and concepts is most powerful</li> <li>• That high quality modelling is key to the teaching process</li> <li>• That building skill and knowledge will progress with repeated practice</li> <li>• That providing a safe space for creative exploration is essential</li> <li>• That time to evaluate and respond to their own and other’s work is a key self assessment tool</li> <li>• That teacher assessment opportunities are guided by the progression documents</li> <li>• That humanities and literacy led art outcomes provide purpose</li> </ul>	<ul style="list-style-type: none"> <li>• The use of high quality sketchbooks for practice, planning, designing</li> <li>• 5 minute warm up in sketch books related to the taught process for that session</li> <li>• Sketchbooks to be taken on trips to bring opportunity for practising artistic skills in across the curriculum</li> <li>• 5 minute “draw what you see”, “draw how you feel”</li> <li>• Art lessons teach specific planned knowledge and skills as outlined in the progression documents.</li> </ul>

## Progression in artistic skills

R / YEAR 1		
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Experiment with a range of tools e.g. felt tips, chalk, crayons and pastels</li> <li>• Draw large and small scale images using different shapes and colour</li> <li>• Draw a range of objects upright and flat</li> <li>• Draw on/in different mediums e.g. sand, playground, playdough</li> </ul>	PATTERN
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Explore different paints using different applicators e.g. ready mixed, powder, water colour</li> <li>• Mix paints with other materials for texture e.g. Sawdust, sand, washing up liquid</li> <li>• Paint on a small &amp; large scale. Use different shapes, sizes and colours of paper</li> <li>• Mix primary colours to make secondary colours</li> </ul>	TEXTURE
<b>Collage/textiles</b>	<ul style="list-style-type: none"> <li>• Sort threads and fabric</li> <li>• Thread and weave into netting, fencing and mesh</li> <li>• Identify textiles in the environment</li> <li>• Use a variety of media and how they work together e.g. photocopied materials, magazines, tissue paper</li> <li>• Discover the interplay between materials e.g. wax and water colour</li> </ul>	LINE SPACE
<b>Print making</b>	<ul style="list-style-type: none"> <li>• Print patterns with found objects e.g. building bricks, sponges, fruit</li> <li>• Make monoprints</li> <li>• Print on paper and fabric (wall hangings)</li> </ul>	FORM
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Manipulate clay by rolling, kneading, shaping and using tools to mark</li> <li>• Compare clay with dough and plasticine using appropriate vocabulary and tools</li> <li>• Construct and deconstruct 3D designs that begin as drawing</li> <li>• Use a range of materials for sculptures, e.g. clay, boxes, bottles, sticks</li> </ul>	COLOUR
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Use a digital camera to capture work</li> <li>• Use paint programmes</li> </ul>	TONE
OBSERVATION		
MEMORY		
IMAGINATION		

## YEAR 2

<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Complete drawings that show change over time</li> <li>• Vary pressure with crayons and pencils</li> <li>• Draw and blend with charcoal and pastels</li> <li>• Use fine tip pens to create thin markings</li> </ul>	PATTERN
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Create paintings and then experiment – mixed media e.g. drawing, scraping, layering</li> <li>• Add black and white to paints</li> <li>• Use a range of scales e.g. large brush, large paper</li> <li>• Develop understanding of primary and secondary colours and their relationships</li> </ul>	TEXTURE
<b>Collage/textiles</b>	<ul style="list-style-type: none"> <li>• Colour fabrics using natural dyes e.g. tea, beetroot, berries</li> <li>• Join fabrics using glue and simple stitch</li> <li>• Experiment with manmade and natural materials</li> <li>• Incorporate repeated pattern</li> </ul>	LINE
<b>Print making</b>	<ul style="list-style-type: none"> <li>• Create screen prints</li> <li>• Develop mono printing by mixing colours</li> <li>• Press, roll, rub and stamp</li> <li>• Create Mosaics</li> </ul>	SPACE
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Discuss sculptures, their purpose and the materials involved</li> <li>• Consider how to make structures stronger e.g. stuff boxes with paper, turning objects inside out</li> <li>• Manipulate clay and create pots/ tiles</li> <li>• Use a range of materials to develop structures e.g. paint, tissue, pens</li> </ul>	FORM
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Create flipbooks linked to animation</li> <li>• Create images and edit them using ICT</li> <li>• Take photos displaying different moods</li> </ul>	COLOUR
		TONE

OBSERVATION

MEMORY

IMAGINATION

# YEAR 3

<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Understand the different grades of pencil and use them to scribble and shade e.g. cross hatch, spirals</li> <li>• Create small sketches to contribute to a final piece after careful looking</li> <li>• Experiment with pressure</li> <li>• Draw for a sustained amount of time</li> </ul>	PATTERN
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Select appropriate brushes depending on the desired outcome</li> <li>• Know where primary and secondary colours are on a colour wheel</li> <li>• Continue to mix colours to create contrasting and contrasting shades</li> <li>• Explore the relationship between colour and mood</li> </ul>	TEXTURE
<b>Collage/textiles</b>	<ul style="list-style-type: none"> <li>• Accurately cut and overlap materials to develop a final look</li> <li>• Incorporate mosaic and montage</li> <li>• Experiment with silk paintings and tie dye</li> <li>• Stitch additional items into work e.g. buttons, sequins</li> </ul>	LINE
<b>Print making</b>	<ul style="list-style-type: none"> <li>• Make and print card blocks in two colours</li> <li>• Print onto paper and fabric</li> <li>• Layer materials, using printing for background</li> </ul>	SPACE
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Look at the changes in clay as it dries/fired</li> <li>• Experiment with clay joining techniques</li> <li>• Create slab drawings</li> <li>• Use a range of materials to form a structure e.g. wire, paper, string, wood</li> </ul>	FORM
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Use printed images and incorporate these in art</li> <li>• Use ICT programs to create art and edit their work and work of others</li> <li>• Edit and manipulate photograph they have taken</li> </ul>	COLOUR
<b>OBSERVATION</b>		<b>TONE</b>
<b>MEMORY</b>		<b>IMAGINATION</b>

# YEAR 4

<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Draw and demonstrate an understanding of scale and depth</li> <li>• Use mirrors and magnifying glasses to aid observation and precision</li> <li>• Show reflections</li> <li>• Use a variety of tools e.g. pencils, charcoal, chalk, wax</li> </ul>	PATTERN
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Work in different shades of one colour</li> <li>• Create paintings with a foreground, middle ground and background</li> <li>• Mix different thicknesses of paint</li> <li>• Mix colours with confidence and use them to create mood</li> </ul>	TEXTURE
<b>Collage/textiles</b>	<ul style="list-style-type: none"> <li>• Add to materials with stitching, collage and drawings</li> <li>• Change the structure of materials</li> <li>• Combine visual and tactile materials</li> <li>• Deconstruct clothing to make it into new products</li> </ul>	LINE
<b>Print making</b>	<ul style="list-style-type: none"> <li>• Print using four colours</li> <li>• Design and create accurate print designs</li> <li>• Print onto different materials e.g. wood, paper, fabric</li> </ul>	SPACE
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Make a simple slab pot</li> <li>• Begin to shape clay into other shapes</li> <li>• Build up sculptures from flat surfaces to make masks and panels</li> </ul>	FORM
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Use scanning to transfer work to the computer to edit and re-print</li> <li>• Use a paint program for very specific effects</li> <li>• Combine images and text</li> </ul>	COLOUR
		TONE

OBSERVATION

MEMORY

IMAGINATION

# YEAR 5

<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Use new media e.g. pen and ink, pastel</li> <li>• Make a collection of drawings around a theme</li> <li>• Draw simple objects adding texture</li> <li>• Prepare a surface before drawing e.g. crayons or paint and scratch away</li> </ul>	PATTERN
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Layer paint to add detail to background colours</li> <li>• Create mixed media work, layering paint to add texture and effect</li> <li>• Create different skin tones</li> <li>• Express emotions through painting</li> </ul>	TEXTURE
<b>Collage/textiles</b>	<ul style="list-style-type: none"> <li>• Use flour and water to create batik</li> <li>• Use textiles and sewing skills to form part of a project</li> <li>• Combine visual and tactile qualities</li> </ul>	LINE
<b>Printmaking</b>	<ul style="list-style-type: none"> <li>• Print using a number of colours</li> <li>• Create a print that meets a given brief</li> <li>• Begin screen printing</li> </ul>	SPACE
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Add colour to tiles using paint and PVA mixed</li> <li>• Sculpt clay into other shapes</li> <li>• Work as part of a group to create large sculptures</li> </ul>	FORM
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Make animations using powerpoint</li> <li>• Create stop motion animations using small sketches</li> <li>• Scan images and layer them with text to give their work meaning</li> </ul>	COLOUR
		TONE

OBSERVATION

MEMORY

IMAGINATION

# YEAR 6

<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Create sketches that convey emotion, combined with accuracy and imagination</li> <li>• Explain why they have combined different tools</li> <li>• Explain why they have utilised specific techniques</li> </ul>	PATTERN
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Begin to establish own style</li> <li>• Add texture through PVA, Sawdust, Sand</li> <li>• Use brushes in different ways with thickened paint</li> <li>• Create mixed media work and explain their intentions</li> </ul>	TEXTURE
<b>Collage/textiles</b>	<ul style="list-style-type: none"> <li>• Combine pattern, tone and shape to create effect and explain their choice of materials</li> <li>• Develop a range of stitches</li> <li>• Use computers to create designs to print on fabrics</li> </ul>	LINE
<b>Printmaking</b>	<ul style="list-style-type: none"> <li>• Over print using a range of colours</li> <li>• Print for purpose: e.g. celebration cards, wrapping paper</li> <li>• Link print making with other subjects</li> </ul>	SPACE
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Research designs and create according to a brief</li> <li>• Use wood and card to make panels</li> <li>• Create models in a range of scales</li> <li>• Create work which is open to interpretation by the audience</li> <li>• Include visual and tactile elements</li> </ul>	FORM
<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Use software to create art that can be used as part of a wider piece</li> <li>• Use the internet to get research and inspiration</li> <li>• Type up descriptions and evaluations of work for a final product</li> </ul>	COLOUR
		TONE

OBSERVATION

MEMORY

IMAGINATION

## How do we measure the impact in lessons?

Year 1

- Tell me about what you are making
- What might you do next?
- Tell me about what you have made

Year 2

- Tell me about what you are making
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?

Year 3

- Tell me about what you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?







Year 4

- Tell me about what you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?


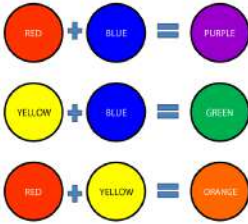
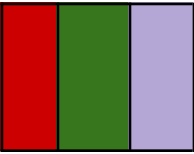

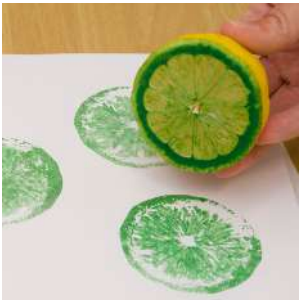

Year 5

- Tell me about what you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed


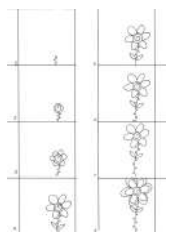




	<ul style="list-style-type: none"><li>● What would you like to explore more of?</li><li>● What is the potential of what you have done? What could you do next?</li></ul>
Year 6	<ul style="list-style-type: none"><li>● Tell me about what you are making and what inspired you</li><li>● What might you do next?</li><li>● Tell me about the materials and techniques you are using</li><li>● What have you discovered?</li><li>● How do you feel about the end result?</li><li>● What kinds of problems did you encounter and how did you get round them?</li><li>● Tell me about things you really liked or enjoyed</li><li>● What would you like to explore more of?</li><li>● What is the potential of what you have done? What could you do next?</li></ul>







		Autumn Term		Spring Term		Summer Term	
E Y	Project	<b>Drawing – observational draws (portraits)</b>	<b>Painting – colour mixing and water colours on large scales</b>	<b>Collage / textiles</b>	<b>Printing – vegetable printing with ink</b>	<b>Sculpture – Diwali lamps</b>	<b>Digital media – EY cameras</b>
	Key Knowledge	<b>New:</b> Children should be able to mark make with a range of tools e.g pen, pencil, pastels and also mark make in different materials e.g. sand, playdough.	<b>New:</b> Children should be able to use and explore how colours change when mixed. Also, they should be able to mix different materials to add texture e.g. sawdust, sand.	<b>New:</b> Children should handle and enjoy the sensory differences between materials and use these to make simple collages.	<b>New:</b> Children should print with a range of materials including sponges, blocks, lego, leaves etc. Also, they should create simple rubbings by selecting objects with texture.	<b>New:</b> Children should handle, feel, enjoy and manipulate clay and other malleable materials e.g playdough. Develop skills of rolling, shaping and deconstructing clay objects.	<b>New:</b> Children should be able to use a camera/ ipad to take pictures.
	Assessment point	Through continuous provision, the children can demonstrate their ability to use a range of tools to mark make on a large, collaborative piece. 	Through continuous provision, the children can explore the effects of colour mixing on a large scale. 	The children can explore using natural and manmade materials to create a collage. They should notice the different feelings of paper etc compared to leaves. 	The children should use a range of materials, both man made and natural, to create simple prints and rubbings. 	Through continuous provision, the children should be exposed to a large mass of a malleable material. They can mark make, shape, construct and deconstruct with it. 	Through continuous provision, the children will be able to take pictures of different objects of interest. 

Y 1	Project	Drawing – Line art	Painting – Space Jason Pollock? (I)	Collage/ textiles – Ocean Matisse (I)	Digital media – Sophie Harding – Daffodils (L)	Printing – GFL repeated shapes	Sculpture – Lighthouses
	Key Knowledge	<p><b>Prior:</b> Children should be able to mark make with a range of tools e.g pen, pencil, pastels and also mark make in different materials e.g. sand, playdough.</p> <p><b>New:</b> Children should experiment with a range of graded pencils and use these to create observational drawings focussing on line.</p>	<p><b>Prior:</b> Children should be able to use and explore how colours change when mixed. Also, they should be able to mix different materials to add texture e.g. sawdust, sand.</p> <p><b>New:</b> Children should be able to name the primary and secondary colours. Also, they should be using a range of different paints e.g water colour, powder and ready mixed.</p>	<p><b>Prior:</b> Children should handle and enjoy the sensory differences between materials and use these to make simple collages.</p> <p><b>New:</b> Children should sort and group materials based on different characteristics e.g. colour, texture. Also, they should begin to fold, tear, layer and stick materials.</p> <p>With textiles, children should be able to sort threads and fabrics. Also, they should be able to weave thread through netting and mesh.</p>	<p><b>Prior:</b> Children should be able to use a camera/ ipad to take pictures.</p> <p><b>New:</b> Children should use a simple paint program to create images with purpose. They should use a range of tools and focus on developing an understanding of shape and colour.</p>	<p><b>Prior:</b> Children should print with a range of materials including sponges, blocks, lego, leaves etc. Also, they should create simple rubbings by selecting objects with texture.</p> <p><b>New:</b> Children should use their skills of rolling and rubbing to create clear prints. Also, children should begin to use hard and soft materials to create repeated patterns.</p>	<p><b>Prior:</b> Children should handle, feel, enjoy and manipulate clay and other malleable materials e.g playdough. Develop skills of rolling, shaping and deconstructing clay objects.</p> <p><b>New:</b> Children should use a range of materials for sculptures e.g. boxes, bottles, sticks etc. Also, children should develop skills of shaping clay and mark making using tools.</p>
	Assessment point	Within their drawing unit, the children will be exploring different line techniques to create simple observations.	Within their painting unit, the children will be completing a Jason Pollock space inspired print. They will splatter a range of paint types for effect.	Within their collage unit, the children are working on creating an ocean inspired collage using a range of materials. They will tear, layer and stick	Within their digital media unit the children will be using Sophie Harding’s work to create digital paintings of daffodils they have grown in	Within their printing unit, the children will be doing relief printing techniques to create the outlines of buildings from the Great Fire of London.	Within their sculpture unit, the children will be making lighthouses. They will be rolling, and shaping materials.





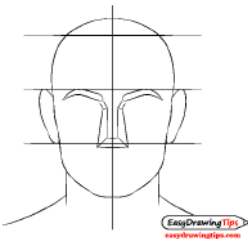
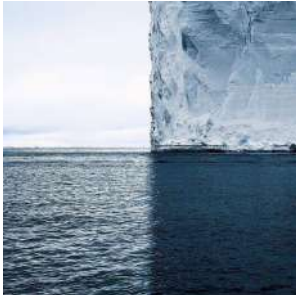
		<p><b>Assessment task:</b> The children will create an observational drawing of a compass. They will complete a basic shape and show simple shading in darker areas.</p> 	<p><b>Assessment task:</b> The children will complete a primary and secondary colour grid. They can then show their understanding of the combinations of primary colours and the resulting secondary colour:</p> 	<p>materials with different textures.</p> <p><b>Assessment task:</b> The children will complete a collage based on a picture of 3 distinct parts. They should be able to use different materials to show the colours of each section.</p> 	<p>science. They will be focussing on basic shapes and colours.</p> <p><b>Assessment task:</b> The children will look at a picture by Sophie Harding. They will then identify the key features e.g. shapes and colour</p> 	<p>They will focus on basic shapes and repetition.</p> <p><b>Assessment task:</b> The children will use a piece of fruit to create simple, repeated leaf prints. Can they place them evenly and create a pattern?</p> 	<p><b>Assessment task:</b> The children will use a range of materials to make a house shape. The children will have a range of materials on their tables e.g. boxes, bottles etc and they can make a freestanding simple house design. Photos for evidence.</p> 
Y 2	Project	Collage/ textiles - mask making - Beatriz Milhazes (colour, I)	Digital media - Flip book animation	Sculpture - Barbara Hepworth (L)	Drawing - Quentin Blake (STILL LIFE - OBJECTS)	Printing - William Morris	Painting - Van Gogh
	Key Knowledge	<p><b>Prior:</b> Children should sort and group materials based on different characteristics e.g. colour, texture. Also, they should begin to fold, tear, layer and stick materials.</p>	<p><b>Prior:</b> Children should use a simple paint program to create images with purpose. They should use a range of tools and focus on developing an understanding of shape and colour.</p>	<p><b>Prior:</b> Children should use a range of materials for sculptures e.g. boxes, bottles, sticks etc. Also, children should develop skills of shaping clay and mark making using tools.</p>	<p><b>Prior:</b> Children should experiment with a range of graded pencils and use these to create observational drawings focussing on line.</p> <p><b>New:</b> Children should</p>	<p><b>Prior:</b> Children should use their skills of rolling and rubbing to create clear prints. Also, children should begin to use a range of materials to create repeated patterns.</p> <p><b>New:</b> Children should</p>	<p><b>Prior:</b> Children should be able to name the primary and secondary colours. Also, they should be exploring using a range of different paints e.g water colour, powder and ready mixed.</p>

	<p>With textiles, children should be able to sort threads and fabrics. Also, they should be able to weave thread through netting and mesh.</p> <p><b>New:</b> Children should collect, sort, name and match colours for a specific image. They should be incorporating both man made and natural materials.</p>	<p><b>New:</b> Children should be able to create simple flip books linked to an animation. Also, they should begin to experiment with different digital tools to create a variety of lines, shapes and colours.</p>	<p><b>New:</b> Children should be able to recognise key vocabulary such as sculpture, 3D, carving and abstract. They should also be able to cut, roll and coil materials such as clay, dough and plasticine to make an object.</p>	<p>continue to use a range of tools e.g. different graded pencils and charcoal to create a range of observational drawings that show ability to create different tones and shapes.</p>	<p>create simple screen prints by developing their ability to press, roll, rub and stamp. They should be able to name and mix a range of colours when mono printing.</p>	<p><b>New:</b> Children should experiment with mixing secondary colours to develop their understanding of tertiary colours. They can then explore adding black and white to adjust the tone. Children should also be able to describe the effect an artist has created in their work, focussing on colour and mood.</p>
Assessment point	<p>Within their collage unit, the children will be creating Mardi Gras masks inspired by carnival. They will focus on colour and patterns.</p> <p><b>Assessment task:</b> The children should be able to identify colours and their names within the picture below by annotating around the image. They could also then stick different materials around the outside</p>	<p>Within their digital media unit, the children will use purple mash to create simple animations to go with their literacy texts. They will focus on simple images and the skill of making them move.</p> <p><b>Assessment task:</b> The children should create a small and very simple flip book showing the movements of an object or person.</p>	<p>Within their sculpture unit, the children will be looking at the work of Barbara Hepworth and considering how they can make a sculpture.</p> <p><b>Assessment task:</b> Give the children a simple clay animal to recreate. They should be able to show their ability to cut, roll and coil.</p>	<p>Within their drawing unit, the children will be focussing on sketching still life objects. They will focus on shape and tone.</p> <p><b>Assessment task:</b> The children will create an observational drawing of a starfish. They should focus on the shape and simple details whilst also showing an ability to tone in darker areas.</p>	<p>Within their printing unit, the children will complete monoprints that focus on mixing colours.</p> <p><b>Assessment task:</b> The children will create a basic monoprint of a flower using a range of colours. They should be able to name and mix colours of their choice.</p>	<p>Within their painting unit, the children will focus on creating a piece inspired by Van Gogh's Starry night painting. They will be creating colours that reflect the mood of the original piece.</p> <p><b>Assessment task:</b> The children will create a tone bar of a colour of their choice. They will use black and white to adjust the tone of the colour.</p>







		that are that colour. 					
	Project	<b>Drawing – St Michael’s Mount illustration</b>	<b>Digital media – GMM book cover</b>	<b>Printing – Caribbean Print (Althea McNish, I)</b>	<b>Collage/ Textiles – volcano collage</b>	<b>Painting – Oceans Kit Johns (L)</b>	<b>Sculpture – Romans Busts</b>
Y 3 Key Knowled ge		<p><b>Prior:</b> Children should continue to use a range of tools e.g. different graded pencils and charcoal to create a range of observational drawings that show ability to create different tones and shapes.</p> <p><b>New:</b> Children should begin to draw for a sustained period of time. They should be developing a range of shading techniques including cross hatching, stippling and blending to add detail to observational drawings.</p>	<p><b>Prior:</b> Children should be able to create simple flip books linked to an animation. Also, they should begin to experiment with different digital tools to create a variety of lines, shapes and colours.</p> <p><b>New:</b> Children should be able to import printed images/ photographs into a digital program and manipulate them focussing on colour.</p>	<p><b>Prior:</b> Children should create simple screen prints by developing their ability to press, roll, rub and stamp. They should be able to name and mix a range of colours when mono printing.</p> <p><b>New:</b> Children should be able to engrave patterns and lines into objects e.g. polystyrene, fruit, clay. They should also be able to layer prints to create different colours and textures.</p>	<p><b>Prior:</b> Children should collect, sort, name and match colours for a specific image. They should be incorporating both man made and natural materials.</p> <p>With textiles, children should be able to sort threads and fabrics. Also, they should be able to weave thread through netting and mesh.</p> <p><b>New:</b> Children should be able to accurately cut, overlap and layer materials with intent to create texture. They should experiment with tye die and</p>	<p><b>Prior:</b> Children should experiment with mixing secondary colours to develop their understanding of tertiary colours. They can then explore adding black and white to adjust the tone. Children should also be able to describe the effect an artist has created in their work, focussing on colour and mood.</p> <p><b>New:</b> Children should be able to mix and use complementary colours in their work using a range of paints, e.g. watercolour, acrylic. They should also</p>	<p><b>Prior:</b> Children should be able to recognise key vocabulary such as sculpture, 3D, carving and abstract. They should also be able to cut, roll and coil materials such as clay, dough and plasticine to make an object.</p> <p><b>New:</b> Children should be able to apply their ability to cut, roll and coil to creating a more stable structure e.g. using write, string, wood. They should also be able to discuss their work and the work of others by considering form, shape, structure and effect.</p>

				incorporating stitch work in collage e.g buttons	develop brush control and accuracy in order to create different effects e.g. mood, movement.	
Assessment point	<p>Within their drawing unit, the children will be creating observational drawings of St Michael's Mount. They will focus on adding details and shading to a simple sketch using charcoal.</p> <p><b>Assessment task:</b> The children will create a still life drawing of a pebble. They need to focus on form and shading.</p> 	<p>Within their digital media unit, the children will be creating a front cover to the book George's Marvellous medicine. They will focus on colours and techniques to mimic the story's meaning.</p> <p><b>Assessment task:</b> The children will be creating a 'magical' image on procreate. Not focussing on images, just colours and different tools for effect.</p> 	<p>Within their printing unit, the children will be creating monoprints of the HMT windrush. They will be layering different paints and printing techniques to add texture.</p> <p><b>Assessment task:</b> The children will create basic prints using a material of their choice where they can carve a basic pattern. They can then use multiple colours to create their repeated prints.</p> 	<p>Within their collage unit, the children will use mixed media to create a volcanic eruption image. They will use appropriate colour and layering to create texture.</p> <p><b>Assessment task:</b> The children will create a print symbolising the colours and textures of a barren landscape. They need to consider the colours and textures and should create a collage using long strips only.</p> 	<p>Within their painting unit, the children will be working with mixed media to create Kit Johns inspired paintings of the sea. They will focus on using a range of paints to create different tones and moods.</p> <p><b>Assessment task:</b> The children will create a simple observational sketch of a flower. They will then paint it showing an understanding of shades, tones and brush control.</p> 	<p>Within their sculpture unit, the children will be creating a Roman bust. They will focus on using necessary materials to create a more sturdy structure along with considering shape, form and overall effect of the piece.</p> <p><b>Assessment task:</b> The children will create polymer characters using a wire frame. They can design and then quickly create a simple character.</p> 

Y 4	Project	Printing – St Ives engine house prints	Painting – Landscapes (Ted Harrison, I)	Sculpture – Pyramid slab pots	Digital Art – David Hockney	Drawing – Portraits	Collage – literal war landscape (Carolyn Saxby, L)
	Key Knowledge	<p><b>Prior:</b> Children should be able to engrave patterns and lines into objects e.g. polystyrene, fruit, clay. They should also be able to layer prints to create different colours and textures.</p> <p><b>New:</b> Children should be able to use printing blocks to create precise repeated patterns focussing on line, texture, shape and colour.</p>	<p><b>Prior:</b> Children should be able to mix and use complementary colours in their work using a range of paints, e.g. watercolour, acrylic. They should also develop brush control and accuracy in order to create different effects e.g. mood, movement.</p> <p><b>New:</b> Children should identify, mix and use warm and cold colours in their work. They should begin to create backgrounds, middle ground and foregrounds by considering their layers and purpose.</p>	<p><b>Prior:</b> Children should be able to apply their ability to cut, roll and coil to creating a more stable structure e.g. using wire, string, wood etc. They should also be able to discuss their work and the work of others by considering form, shape, structure and effect.</p> <p><b>New:</b> Children should be able to shape, form and manipulate both malleable and rigid materials and join clay using a slip. They should also be able to add purposeful decoration considering line, shape and pattern.</p>	<p><b>Prior:</b> Children should be able to import printed images/ photographs into a digital program and manipulate them focussing on colour.</p> <p><b>New:</b> Children should be able to transfer work from paper to a digital platform and edit this using a digital program. They should be able to appropriately and purposefully manipulate an image and then combine images and text.</p>	<p><b>Prior:</b> Children should begin to draw for a sustained period of time. They should be developing a range of shading techniques including cross hatching, stippling and blending to add detail to observational drawings.</p> <p><b>New:</b> Children should begin to understand scale and how to use lines and shapes to create depth and perspective. They should also be using a range of shading techniques to show form and proportion when completing observational drawings.</p>	<p><b>Prior:</b> Children should be able to accurately cut, overlap and layer materials with intent to create texture. They should experiment with tie die and incorporating stitch work into collage e.g buttons</p> <p><b>New:</b> Children should be able to compare different textures of materials and use a simple running stitch to attach materials. They should be able to choose materials carefully by beginning to consider the visual impact e.g creating mood, movement and feeling.</p>
	Assessment point	Within their printing unit, the children will be creating block prints of engine houses, using a material of their	Within their painting unit, the children will be focussing on warm and cool colours to create a landscape image inspired by Ted	Within their sculpture unit, the children will be creating pyramid shaped slab pots focussing on shape and line. They will use	Within their Digital art unit, the children will be using procreate to design a landscape based on the work of David Hockney. They	Within their drawing unit, the children will be drawing self portraits. They will be focusing on individual features to create a	Within their collage unit, the children will be creating a literal WW1 collage . They will incorporate snippets of their

		<p>choice. They will be creating precise repeated patterns focussing on shape and line.</p> <p><b>Assessment task:</b> The children will use a printing block (ideally something soft and easy to carve) to create a design similar to the block below. They will then create repeated prints in a range of colours.</p> 	<p>Harrison.</p> <p><b>Assessment task:</b> The children will complete a simple house sketch that is split in two. They can then show their understanding of warm and cool colours to create a background and foreground.</p> 	<p>a slip to ensure their work holds shape. They will add purposeful detail related to the history unit.</p> <p><b>Assessment task:</b> The children will be shown the following image. They can then annotate around the image with the key skills and techniques that the artist would've used to achieve the final piece.</p> 	<p>will combine images and text taken from their literacy stories.</p> <p><b>Assessment task:</b> The children will produce an image similar to the one below using watercolour. They can then generate vocabulary to layer on top once the image has been imported into procreate.</p> 	<p>portrait of a witch from Macbeth.</p> <p><b>Assessment task:</b> The children will be given an image of a face without features. A cross will direct them to the rough area for a mouth, nose and eyes. They can sketch the features on.</p> 	<p>stories to create mood and feeling.</p> <p><b>Assessment task:</b> The children will be creating a picture of 4 parts similar to the one below. They need to focus on texture, colour and mood.</p> 
Y5	Project	<p><b>Drawing – Nick Watton (L)</b></p>	<p><b>Painting – Clair Rossiter maps</b></p>	<p><b>Textiles – cross stitch poppy Collage – War collage – Jai Johnson (I)</b>  <a href="https://tiketamerica.com/profiles/jai-johnson?tab=about">https://tiketamerica.com/profiles/jai-johnson?tab=about</a></p>	<p><b>Digital art – Tudor material print (William Morris)</b></p>	<p><b>Sculpture – Greek pottery</b></p>	<p><b>Printing – Book cover</b></p>
	Key Knowledge	<p><b>Prior:</b> Children should begin to understand scale and how to use</p>	<p><b>Prior:</b> Children should identify, mix and use warm and cold</p>	<p><b>Prior:</b> Children should be able to compare different textures of</p>	<p><b>Prior:</b> Children should be able to transfer work from paper to a</p>	<p><b>Prior:</b> Children should be able to shape, form and manipulate both</p>	<p><b>Prior:</b> Children should be able to use printing blocks to create</p>

	<p>lines and shapes to create depth and perspective. They should also be using a range of shading techniques to show form and proportion when completing observational drawings.</p> <p><b>New:</b> Children should be drawing for a sustained period and creating observational drawings with purposeful detail. They should be using pencils, pastels and charcoal to create line, tone and colour to show form and texture.</p>	<p>colours in their work. They should begin to create backgrounds, middle ground and foregrounds by considering their layers and purpose.</p> <p><b>New:</b> Children should layer paints to create detail. Intentionally use tones, shades and tints to create mood. They should also be able to demonstrate brush control and accuracy.</p>	<p>materials and use a simple running stitch to attach materials. They should be able to choose materials carefully by beginning to consider the visual impact e.g creating mood, movement and feeling.</p> <p><b>New:</b> Children should use a range of materials along with paints and printing to create a layered collage. They should also learn a range of stitches e.g. cross stitch, zig zag and cross stitch and to use these purposefully.</p>	<p>digital platform and edit this using a digital program. They should be able to appropriately and purposefully manipulate an image with purpose and then combine images and text.</p> <p><b>New:</b> Children should be able to use a digital platform to import images (e.g. paper images or photos they have taken) in order to layer, edit and manipulate colours for purpose. They should also be able to use a range of tools on a digital platform to mimic work of well known artists.</p>	<p>malleable and rigid materials and join clay using a slip. They should also be able to add purposeful decoration considering line, shape and pattern.</p> <p><b>New:</b> Children should research, plan and construct a piece that has come from both observation and imagination. They should develop their clay skills e.g. tiles, slips and coils. Whilst also considering form and shape.</p>	<p>precise repeated patterns focussing on line, texture, shape and colour.</p> <p><b>New:</b> Children should use their knowledge of precise printing to create mono prints and hapa-zomes on a range of materials focussing on line, shape, pattern and texture.</p>
Assessment point	<p>Within their drawing unit, children will be completing seascapes considering form and perspective.</p> <p><b>Assessment task:</b> Children will create a still life drawing of an object from the beach</p>	<p>Within their painting unit, children will be completing a watercolour map demonstrating their ability to use a range of shapes, colours, shades and intricate details.</p>	<p>Within their collage/textiles unit, the children will be learning multiple stitches. As well as this, they will be developing an understanding of how to use layering of mixed media to create</p>	<p>Within their digital media unit, the children will be exposed to a range of different artists to build up their understanding of key digital techniques and skills including layering, repeating</p>	<p>Within this unit, the children will develop an understanding of Greek pottery and its importance to Greek life. They will be developing their skill of manipulating clay, sculpting for purpose and also adding</p>	<p>Within this unit, the children will be developing their printing skills by using a range of different materials e.g. paint, ink and natural dyes.</p> <p>Assessment task: The children will have a</p>

	<p>e.g. a shell. Children will use a tool of their choosing to show form, line and texture.</p> 	<p><b>Assessment task:</b> Show children a simple meadow image. Give time for discussion and then recreation. The children should be able to use different shades of green, create layers of paints without smudging and show brush control.</p> 	<p>mood and movement.</p> <p><b>Assessment task:</b> Give the children an emotion e.g. anger. They must then choose their media and create a symbolic piece that is representative of the emotion. They should do this by showing an understanding of colour, layering, mixing media and printing.</p> 	<p>patterns, manipulating images and use of a digital platform.</p> <p><b>Assessment task:</b> Show the children a piece of digital art by Andy Warhole. The children should then identify the techniques and skills used to create the piece on a digital platform. They should be able to use subject specific vocabulary such as contrast, layering, repeated patterns, abstract, pop art.</p> 	<p>embellishments using appropriate tools.</p> <p><b>Assessment task:</b> The children will create a clay tile. They will need to consider the size, shape and thickness of the tile in order for it to be fit for purpose. They will add 3d embellishments and attach these with a slip. They can then add embellishments with appropriate tools.</p> 	<p>range of foliage to inspire a hapa-some print. They will use the foliage to create a simple print that focuses on line and pattern.</p> 	
Y 6	Project	Painting - Naive art (Alfred Wallis, L)	Sculpture - Mayan Hieroglyphics (I?)	Digital Media - Monarchy posters (Gary Cartledge)	Collage/ textiles - WW2 collage	Drawing - Observational drawings of Darwin's finches	Printing - Block and mono printing banners
	Key Knowledge	<b>Prior:</b> Children should layer paints to create detail. Intentionally use tones, shades and	<b>Prior:</b> Children should research, plan and construct a piece that has come from both	<b>Prior:</b> Children should be able to use a digital platform to import images (e.g. paper	<b>Prior:</b> Children should use a range of materials along with paints and printing to	<b>Prior:</b> Children should be drawing for a sustained period and creating observational	<b>Prior:</b> Children should use their knowledge of precise printing to create mono prints

	<p>tints to create mood. They should also be able to demonstrate brush control and accuracy.</p> <p><b>New:</b> Children should be able to use colour specific vocabulary with confidence as well as hue, tint and tone. They should be able to use colours to convey moods and feelings for a specific purpose whether it is a self created project or a response to another piece e.g. poem, music etc</p>	<p>observation and imagination. They should develop their clay skills e.g. tiles, slips and coils. Whilst also considering form and shape.</p> <p><b>New:</b> Children should be able to plan and design sculptures with an intended audience/ purpose in mind. They should apply their understanding of form, shape and texture as well as their understanding of how to join structure e.g. wires, slips, coils.</p>	<p>images or photos they have taken) in order to layer, edit and manipulate colours for purpose. They should also be able to use a range of tools on a digital platform to mimic work of well known artists.</p> <p><b>New:</b> Children should be able to recognise that all digital art is created by using layers. Therefore, they should create their own digital pieces utilising layers effectively and considering their use of the tools available on the chosen platform.</p>	<p>create a layered collage. They should also learn a range of stitches e.g. zig zag and cross stitch and to use these purposefully.</p> <p><b>New:</b> Children should be able to plan and design a collage making use of a range of well chosen mixed media. They should be able to layer, overlap and tessellate materials while considering shape, form and arrangement.</p> <p>Children should be able to experiment with batik to create designs considering colour and shape.</p>	<p>drawings with purposeful detail. They should be using pencils, pastels and charcoal to create line, tone and colour to show form and texture.</p> <p><b>New:</b> Children should be able to work from a range of sources e.g. photographs, observation and digital images. They should be beginning to develop their own style, an awareness of composition, scale and proportion. Also, they should be able to incorporate tonal contrast and mixed media.</p>	<p>and hapa-zomes on a range of materials focussing on line, shape, pattern and texture.</p> <p><b>New:</b> Children should be able to layer multiple prints, recreate ideas formed in sketch books and work with a range of media e.g. pens, paints and ink. They should be able to simplify sketches created in a sketchbook image and carve them onto a block. Therefore, applying the relief method.</p>
Assessment point	<p>Within their painting unit, the children will be exploring the work of Alfred Wallis and the naive style of painting. They will be using different tools to create texture and exploring lines and</p>	<p>Within their sculpture unit, the children will be creating both small and large scale Mayan hieroglyphics.</p> <p><b>Assessment task:</b> The children should design a simple sketch</p>	<p>Within their digital art unit, the children will be focussing on using their art work to provoke a thoughtful message. They will use a range of tools to enable them to create a final piece about the</p>	<p>Within their collage unit, the children will be creating emotive WW2 collages. They will layer mixed mediums to create a final piece that considers shape and form.</p>	<p>Within their drawing unit, the children will focus on their sketching and shading techniques when completing observational drawings of Darwin's finches.</p>	<p>Within their printing unit, the children will be exploring the history of block printing in Asia. They will be using relief printing techniques to create banners.</p>

colours to create mood.

**Assessment task:** The children will be asked to listen to a short poem and respond to the piece with a paint of choice.

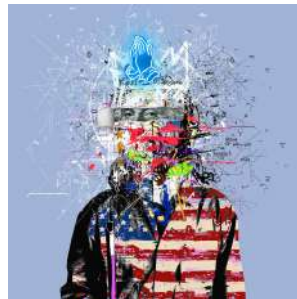
*“Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line,  
Along the margin of a bay:  
Ten thousand saw it at a glance,  
Tossing their heads in a sprightly dance.”*

of an animal. Ideally one with long extremities where they can show their ability to join clay. They can then create this with clay.



monarchy inspired by Gary Cartilidge.

**Assessment task:** The children will be given a picture of a piece of Gary Cartilidge’s work. They should then annotate the piece with skills and techniques they think will have been used to create it. They should focus on the skills and techniques they have developed throughout the half term.



**Assessment task:** The children will use the below image as inspiration. They should create a response piece to this considering the colour, shape, materials and patterns.



**Assessment tasks:** the children will be completing sketches of feathers. Provide them with a feather that they can sketch using a tool of their choice.



**Assessment task:** The children should sketch an object from nature. They should then simplify the design and turn it into a block print.



# Developing young musicians

Intent of the art curriculum			
Stick	Link	Build	Use
Repeated practice of skills and recall of knowledge	Knowledge of how music links with science and nature	Progressive knowledge planned through the school	Performance opportunities
<p>The music curriculum ensures our pupils sing, listen, play, perform and evaluate a full diversity of music including a wide range of genres from around the world. This is embedded within school life through group singing in assemblies, performances during festivals and extra-curricular opportunities. The elements of music are taught in classroom lessons to enable the children to be able to discuss the language of music, understand how it is made, played, appreciated and analysed. Wider musical experiences are embedded throughout the TLA curriculum, such as opportunities to learn an instrument as a class, drumming workshops and private lessons. We use music with our most vulnerable children as a therapeutic outlet and also a key intervention for narrowing the gap in knowledge for disadvantaged children. Throughout their musical education, the children will develop their understanding of the principles of creating notes, devising and reading their own musical scores and basic music notation. Additionally, composing their own music whilst developing listening and analytic skills. An appreciation of diverse music is fostered throughout our curriculum with children given the opportunities to explore different cultures, historical periods and musical genres.</p>			

Teaching principles	Teaching Approaches
<ul style="list-style-type: none"> <li>• Planning that is progressive in knowledge and skills</li> <li>• That a wide variety of percussion and tuned instruments are taught</li> <li>• That learning is based on the work of musicians, different musical genres and periods of history</li> <li>• That high quality modelling is key to the teaching process</li> <li>• That building knowledge will progress with repeated practice to build skill</li> <li>• That providing a safe space for creative exploration is essential</li> <li>• That time to evaluate and respond to their own and other's work is a key self assessment tool</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and appraising famous compositions and songs from a wide range of genres, cultures and time periods</li> <li>• Self and peer assessments during compositions</li> <li>• Warm-up games to improve rhythm, pulse and beat</li> <li>• Flexible games to extend and consolidate knowledge as required</li> <li>• Constant recall and recapping of technical and musical language</li> </ul>

## Development of Musical skills at TLA

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SINGING</b>	Use voices to speak, sing and chant.	Use voices to add expression. Sing with melody.	Sing in unison, becoming aware of pitch.	Sing in unison, maintaining the correct pitch and using increased expression.	Sing in unison and parts with good expression and correct pitch throughout.	To sing in solo, unison and in parts with good expression and correct pitch throughout.
<b>Breadth</b>	Princess and the Pea Project Topic songs Christmas Carol concert KS1 Production Harvest Festival	Christmas song Harvest Festival song Cornish shantys KS1 Production	Christmas songs Harvest festivals Topic songs	Topic songs Christmas Carol concert Harvest Festival	Topic songs Christmas/harvest performances	Topic songs - Sea shanties. WW2 songs. Christmas/harvest performances Year 6 performance
<b>PLAYING INSTRUMENTS</b>	Choose instruments to make sounds.  Perform simple rhythmic patterns, beginning to show an awareness of pulse.	Choose appropriate instruments and play them to make sounds for a specific effect.  Perform rhythmical patterns, keeping a steady pulse.	Perform simple rhythmical and musical parts, beginning to vary the pitch by using a small range of notes.	Play and perform notes with an increasing number of notes, beginning to change dynamics to add expression.	Begin to play and perform musical parts in both solo and ensemble contexts with increasing accuracy and expression.	Play and perform in ensemble, solo and parts with increased accuracy, control and expression.
<b>Breadth</b>	Princess and the Pea Project KS1 Production	Why was London's fire so great - sounds and instruments appropriate for dramatic effect. What do we need for growth? - rain sounds and dancing Saving lives at sea - soundscape of ocean using ipads.	Christmas songs Harvest festivals Topic songs	War: What is it good for? Creating sounds to express mood		Ocarina
<b>COMPOSING</b>	To know and experiment with sounds using voice or instruments.	Listen to and copy short rhythmic and melodic patterns using voice or instruments.	Create simple rhythmic patterns using a small range of notes.	Create simple rhythmic patterns using an increased range of notes.	Create more complex rhythmic and melodic patterns and phrases within a given structure.	Create rhythmic and melodic phrases as part of a group performance.
	Recognise different sounds. Identify and categorise sounds using simple criteria e.g. low, high, loud, soft.	Begin to explore, choose and order sounds using the inter-related dimensions of music.	Begin to layer sounds e.g. a background beat/rhythm and a melody.	Layer sounds with increased understanding of the effect of each sound.	Create short pieces of music, layering sounds and considering the inter-related dimensions of music.	Create group pieces of music, layering sounds and showing a strong understanding of the purpose and effect of each sound.
<b>Breadth</b>		Why was London's fire so great - sounds and instruments appropriate for dramatic effect. What do we need for growth? - rain sounds and dancing		Counting beats to match the rhythm of an instrument  Using syllables in topic lessons to form songs		

		Saving lives at sea - soundscape of ocean using ipads.				
<b>LISTENING</b>	Discuss how a piece of music makes you feel or want to move e.g. jump or sleep.	Consider and discuss how different sounds within a piece of music effect the mood. Identify repeated patterns	Explore and comment on the way sounds are used within a piece of music and the effect they have.	Explore and comment on the way sounds are used and combined within a piece of music and the effect they have.	Describe, compare and evaluate different piece of music, beginning to use a range of musical vocabulary.	Describe, compare and evaluate different piece of music, using a range of musical vocabulary, including the inter-related dimensions of music.
<b>Breadth</b>	PSHE - Health and Wellbeing	Piece of music to accompany each topic.		A linked (if possible) piece of music to each topic, to recognise themes and draw conclusions.		
<b>COMPOSITION</b>	Begin to understand that different musical elements can be used to create different moods or effects.	Understand how different musical elements create different moods and effects in a piece of music. Represent sounds with a range of symbols, shapes and marks.	Begin to understand how musical elements can be combined together to create an effect. Begin to recognise simple notations to represent music.	Understand how musical elements can be combined together to create a particular mood or effect. Understand and begin to use established and invented musical notations.	Begin to identify the relationship between sounds and how music can reflect different meaning/emotions. Recognise and use a range of musical notations including staff notation.	Identify and explore the relationship, in greater detail, between sounds and how music can reflect different mood or effect.
<b>Breadth</b>	PSHE - Health and Wellbeing	Why was London's fire so great - What do we need for growth? -				
<b>APPRECIATION</b>	To listen to short pieces of music and discuss when and why they might hear it e.g. Christmas Carol, lullaby etc.	To listen to short pieces of music and discuss when and why they might hear it. Use musical vocabulary to explain why it is fit for purpose e.g it is a soft, slow sound so it would be good as a lullaby.	Listen to and discuss music from different traditions, cultures and great composers/musicians .	Listen to and discuss music from a wide variety of different traditions, cultures and great composers/musicians	Listen to music from a wide variety of different traditions, cultures and great composers/musicians. Begin to discuss how they differ from one another/ how they are similar and how music has changed over time.	Develop an understanding of the history of music from different traditions, cultures, composers and musicians. Consider how venue, occasion and purpose effects the way the music is created and performed.
<b>Breadth</b>	Princess and the Pea	Piece of music to accompany each topic.	Discuss traditional - Ring-a-ring-a-roses. African drumming.	Christmas carol concert: range of different genres  Expose children to music from different origins, discussing their importance in the history of music.	African drumming	

## How do we measure the impact?

Listening and evaluating compositions

Composing own music and creations

Discussion and analysing

Teacher Assessment

# Developing young Scientists

## Intent of the science curriculum

Stick	Link	Build		Use
Fun, engaging lessons with exciting resources	How science impacts and shapes the lives we live	Knowledge of the disciplines of science	Progression of scientific enquiry skills	Understand the uses and implications of science today and in the future

We know that the development and understanding of science and its processes help to shape and determine the world in which we live. Innovation and the development of technology, engineering and an investigation into the natural world all help to progress our society and allow us to lead richer, fuller and more efficient lives. Everywhere around us, on any given day, at any given minute, there is science to be discovered, to be understood, to be developed. We recognise that a vital part of education is to expose our children to every aspect of STEM and to enable them to not only understand the world around them, but to also develop an inquisitiveness for the wonder in our world, to ask questions, to seek answers, to investigate. In essence, we intend to nurture scientists alongside instilling a natural curiosity about the world around us, teaching children to think analytically about situations.

Through our dynamic science sessions, we provide our children with the opportunity to explore the five enquiry types: Identifying, Classifying & Grouping, Fair Testing, Observing, Pattern Seeking and Research using secondary sources. Through these explorations the children develop their knowledge of the nature, methods and processes of science. Our lessons are heavily practical as we know that we can increase children's enjoyment of science through frequent, engaging practical work. Our curriculum is carefully designed to ensure progression throughout the years so that children continually build upon learning to deepen their knowledge and conceptual understanding. We introduce children to key scientific vocabulary and seek to extend their grasp on this by enhancing their ability to use these terms within spoken language through our Voice21 work. We connect science both to other areas of the curriculum whenever possible and directly to the landscape and nature of Cornwall itself which strengthens pupil memory and interest.

## Implementation – Agreed principles

Teaching principles	Teaching approaches
<ul style="list-style-type: none"> <li>• Planning is carefully mapped across the school to ensure progression of scientific knowledge and concepts alongside working scientifically</li> <li>• That opportunities are provided to explore the five enquiry types</li> <li>• That there is a focus on learning key scientific vocabulary and using it accurately</li> <li>• That using our location and investigating the 'science' around us within our locality</li> </ul>	<ul style="list-style-type: none"> <li>• Long and medium term plans created by subject leads to ensure progression</li> <li>• Specific key vocabulary and scientific terms are taught and tested</li> <li>• The use of resources in lessons and getting out into our surroundings to bring science alive</li> <li>• Visits to Camborne Secondary school to extend science investigations and learning</li> </ul>

- That child-led enquiry to encourage children to both ask and seek to answer their own questions about the world around them is most effective

- Knowledge organisers used to map lessons and learning
- Concept cartoons, mind maps, concept maps, kahoot quizzes used to test understanding of taught content
- Use digging deeper challenges and dreams to consolidate or extend

## Map of Science across the school

Science Foci at TLA						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Seasons	Seasons Animals Inc Humans (animals)	SCIENCE WEEK	Seasons Plants	Seasons Materials	Seasons Animals Incl Humans (humans)
Year 2	Everyday Materials	Animals Incl Humans	SCIENCE WEEK	Plants	Living Things and their Habitats	Living Things and their Habitats
Year 3	Forces and Magnets	Animals Inc Humans	SCIENCE WEEK	Rocks	Plants	Light
Year 4	Electricity	Animals Inc Humans	SCIENCE WEEK	Living things and their Habitats	States of Matter	Sound
Year 5	Materials	Forces	SCIENCE WEEK	Living Things and their Habitats	Animals Inc Humans	Earth and Space
Year 6	Living things and their Habitats	Living things and their Habitats	SCIENCE WEEK Animals Inc Humans	Light	Evolution and Inheritance	Electricity

## Progression of Key questions and Vocabulary KS1

		Year 1	Year 2
<b>Seasons</b>	<b>KQ</b>	<p>What are the four seasons?            How does the length of day vary in each season?            What is the weather like in each season?            What order are the four seasons in and which months do they include?</p>	
	<b>Vocab</b>	<p>Weather (sunny, rainy, windy, snowy etc.)            • Seasons (winter, summer, spring, autumn)            • Sun, sunrise, sunset, day length            observe, magnifying glass, compare, contrast, describe</p>	
<b>Plants</b>	<b>KQ</b>	<p>Can I identify a range of common, wild and garden plants and know which group they belong in?            What are the names of parts of the basic structure of a plant and what is their function?            What is the difference between an evergreen and deciduous tree?            What changes can I see as a seed grows?</p>	<p>Where do plants come from?            How do plants reproduce?            What are the best conditions for a plant to grow in?            How can we test the best conditions for a plant to grow in?</p>
	<b>Vocab</b>	<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, wild plant, garden plant, growth, deciduous, Evergreen            Names of trees in the local area            Names of garden and wild flowering plants in the local area            observe, magnifying glass, compare, contrast, describe</p>	<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, sun, warm, cool, water, grow, healthy, reproduction, conditions, germination            observe, compare, contrast, describe, identify, record, change over time</p>

<b>Living things and their Habitats</b>	<b>KQ</b>		<p>What are the things a living thing needs in order to stay alive?</p> <p>What do we mean by a micro habitat and where might we find a microhabitat?</p> <p>What is a habitat and what are the different types of habitat?</p> <p>What does a food chain look like and what does it tell us?</p>
	<b>Vocab</b>		<p>Habitat, microhabitat, food chain, life processes, living, dead, never been alive, suited, suitable, basic needs, food, shelter, move, feed</p> <ul style="list-style-type: none"> <li>Names of local habitats e.g. pond, woodland etc.</li> <li>Names of micro-habitats e.g. under logs, in bushes etc.</li> </ul> <p>sorting, classifying, recording, describe, construct, food chain, conditions, affect</p>
<b>Materials</b>	<b>KQ</b>	<p>What is the difference between an object and a material?</p> <p>What do we mean by 'properties' and can I identify the properties of a material?</p> <p>Can I identify the material an object is made from?</p> <p>Can I choose the most suitable material for an object based on its properties?</p>	<p>What are the properties of the materials?</p> <p>Which properties make it suitable for the task/use?</p> <p>How can we change an object?</p> <p>Can we change the properties of an object/material?</p> <p>Can I compare properties of materials based on their suitability for a task?</p>
	<b>Vocab</b>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p> <p>observe, magnifying glass, compare, contrast, describe</p>	<p>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, nonreflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p> <p>observe, magnifying glass, compare, contrast, describe</p>
<b>Animals Inc Humans</b>	<b>KQ</b>	<p>How does the human body look?</p> <p>What are the five senses?</p> <p>What are the different parts of the body called?</p> <p>How do we use the senses to understand the world and which art of our bodies do we use?</p>	<p>How do different animals change as they grow from babies into adults?</p> <p>What is a healthy diet and why is this important?</p> <p>What do animals and humans need to stay alive?</p> <p>Why do we need to need to exercise and maintain good levels of personal hygiene?</p>
	<b>Vocab</b>	<p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p>Names of animals experienced first-hand from each vertebrate group</p> <p>Parts of the body</p>	<p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>

		<p>Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</p> <p>observe, compare, describe, identify, senses, grouping, question, similar, different, magnifying glass, microscope</p>	<p>observe, compare, describe, identify, senses, grouping, question, similar, different, magnifying glass, microscope</p>
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## Progression of Key questions and Vocabulary KS2

		Year 3	Year 4	Year 5	Year 6
<b>Seasons</b>	KQ				
	Vocab				
<b>Plants</b>	KQ	<p>What do plants need to live and grow successfully?</p> <p>How do plants transport water?</p> <p>What are the different parts of a plant called and what is their purpose?</p> <p>How do plants reproduce?</p>			
	Vocab	<p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), life processes, germination</p> <p>compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion</p>			
<b>Living things and their Habitats</b>	KQ		<p>What are the seven life processes?</p> <p>What are the positive effects humans have had on our environment?</p> <p>How can we group animals using their characteristics?</p> <p>What are the negative effects humans have had on our environment?</p>	<p>How do plants reproduce?</p> <p>How do animals reproduce?</p> <p>What is a life cycle and how do these differ in animals?</p> <p>Who is Jane Goodall and what contributions has she made to science?</p>	<p>How can plants and animals be grouped based on their characteristics?</p> <p>What are the features of the different animal groups?</p> <p>Who created classification and what are the benefits of it?</p> <p>What is a food web and why is it important?</p>

	Vocab		Classification, classification keys, environment, habitat, human impact, migrate, hibernate, Life processes, Vertebrate, Invertebrate, Conservation, Urbanisation guides, keys, identify, observation, classifying, grouping, positive effects, negative effects	sexual reproduction, asexual reproduction, life cycle, metamorphosis, conservation, life cycle, sperm, fertilises, egg, live young, plantlets, runners, bulbs, cuttings Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	microorganism, vertebrate, invertebrate, fish, amphibians, reptiles, birds, mammals, insects, spiders, snails, worms, flowering, non-flowering Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict
<b>Materials</b>	KQ		What are the three states of matter and what are the differences between them? What is evaporation? Why do some materials change when the temperature changes? How does the water cycle work?	How could we group different materials based on their properties? What is meant by reversible and irreversible changes? What is meant by soluble and insoluble? How have some irreversible changes had a positive impact on the everyday life of humans?	
	Vocab		Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle guides, keys, identify, observation, grouping, positive effects, negative effects, measure	Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material observing, comparing, enquiry, secondary sources, force, measure, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	

<b>Animals Inc Humans</b>	<b>KQ</b>	<p>What are the different food groups and what do they provide for our body?            What is a skeleton and what is its purpose?            What muscles can be found in the human body and what is their function?            How can we keep our bodies healthy?</p>	<p>What are the different parts of the digestive system and how do they work?            What is tooth decay?            What are the different types of teeth and what do they do?            What does a food chain tell us and what are the roles each animal plays?</p>	<p>What do we mean by gestation and how does this differ in different mammals?            How does a foetus develop in the womb?            What stages does a human go through in their lifetime?            What physical and emotional changes might a human face during puberty?</p>	<p>What is the circulatory system and what does it do?            What effect does smoking have on a person's health?            How does the heart function and what is its purpose?            What is the digestive system and what does it do?</p>
	<b>Vocab</b>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine, endoskeleton, exoskeleton            compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,</p>	<p>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain            compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,</p>	<p>Puberty – the vocabulary to describe sexual characteristics, gestation, foetus, mammal, child development, childhood, adolescence, adulthood            describe, observe, explain, explore</p>	<p>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle            Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict</p>
<b>Forces and Magnets</b>	<b>KQ</b>	<p>What do we mean by the term 'force'?            How do we know if an object is magnetic? What do magnetic objects have in common?            What is friction and how might friction affect objects?            What is meant by the North and South poles on a magnet and how does this affect the magnets?</p>		<p>What is gravity?            What is friction and how can it be measured?            What are the effects of air resistance? Water resistance?            How can simple machines help reduce the amount of force needed to move/lift objects?</p>	
	<b>Vocab</b>	<p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic</p>		<p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears            observing, comparing, enquiry,</p>	

		material, metal, iron, steel, poles, north pole, south pole compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram		secondary sources, force, measure, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	
<b>Electricity</b>	<b>KQ</b>		How is electricity generated and how is this done in different ways? What is the difference between a conductor and an insulator? What do we need to build a simple circuit? How does a switch work and when might we need to use one?		How can we make a complete series circuit? What components will we need? How does the voltage in a circuit affect the components? How can we represent a simple circuits using symbols? How does varying the components in a circuits affect its effectiveness?
	<b>Vocab</b>		Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram		Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict
<b>Sound</b>	<b>KQ</b>		How is sound made? What is meant by pitch and volume? What is the difference? How do we hear sounds? How can we make a soundproof product?		

	Vocab		Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram		
Light	KQ	<p>What is the difference between light and dark? What is meant by a light source?</p> <p>What are the benefits and the dangers of sunlight and how can we keep safe in the sun?</p> <p>What do we mean by reflect and which surfaces reflect light?</p> <p>How are shadows formed?</p>			<p>How does light travel?</p> <p>How can we explain refraction?</p> <p>How are humans able to see?</p> <p>What do we mean by reflection?</p>
	Vocab	<p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p>compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,</p>			<p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p>Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict</p>
Rocks	KQ	<p>What are the three types of rock and what are the difference between them?</p> <p>Who was Mary Anning and what did she contribute to science?</p> <p>How are fossils made and what do they tell us?</p>			

		How is soil made and what are the different soil types?			
	<b>Vocab</b>	Fossil, palaeontologist, soil formation, igneous, sedimentary, metamorphic, rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,			
<b>Earth and Space</b>	<b>KQ</b>			What are the planets and how do they move in relation to the sun? Why does the shape of the moon appear to change on different nights? Why do we have day and night? What discoveries/theories have been made about our solar system and how have these changed over time?	
	<b>Vocab</b>			Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets observing, comparing, enquiry, secondary sources, force, measure, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	

<b>Evolution and Inheritance</b>	<b>KQ</b>				<p>Who was Charles Darwin and why is he such a significant figure in science?</p> <p>What can fossils tell us about the past?</p> <p>What do we mean by evolution?</p> <p>How have humans evolved?</p> <p>What characteristics are passed from parents to offspring?</p>
	<b>Vocab</b>				<p>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</p> <p>Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict</p>

### How do we measure the impact of the science curriculum?

<b>The working scientifically wheel</b>	<b>Elicitation task and strategies</b>	<b>Vocab acquisition</b>
<b>Evidence in science books</b>	<b>Recap quizzes at the end of units</b>	<b>Discussions with children during lessons</b>

# PESSPA (Physical Education, School Sport, Physical Activity)

## Intent of the physical education curriculum

Stick	Link	Build	Use
REGULAR RECALL OF KEY VOCABULARY & KNOWLEDGE OF GAMES/SPORTS	HOW KNOWLEDGE & SKILLS CAN BE USED IN A VARIETY OF PHYSICAL SITUATIONS	PHYSICAL LITERACY & AN AWARENESS OF OWN PHYSICAL STRENGTH & WEAKNESSES	VARIOUS PHYSICAL AND SPORTING EQUIPMENT SUCCESSFULLY

At TLA we understand the importance of promoting healthy, active lifestyles to our children and wider community. We acknowledge its importance with regards to academic results and whole school improvements. Our PE curriculum is designed to focus on developing fundamental physical literacy skills in KS1, building towards successfully incorporating these skills in a variety of games/activities during KS2. Providing children with the necessary knowledge & physical skills to be able to participate in a wide variety of physical activities and competitive situations. Opportunities for children to extend themselves outside of the curriculum are extensive and we also provide targeted activities for children with SEND. We also place a focus upon the core values that are fundamental to children being successful and able to take on the daily challenges that school life brings (confidence, respect, resilience, determination, honesty, self belief and teamwork).

We introduce children to key scientific vocabulary and seek to extend their grasp on this by enhancing their ability to use these terms within spoken language through our oracy work. We make regular links to the wider curriculum within PE lessons - whether that be basic mathematical skills (adding and subtracting) in KS1 lessons or map work & geographical skills in KS2.

## INTENT STATEMENTS

Physical Education (PE)	School Sport (SS)	Physical Activity (PA)
<ul style="list-style-type: none"> <li>- To develop physically literate children (ABC's).</li> <li>- To provide opportunities for children to develop their social skills through pairs, groups and team activities.</li> <li>- To provide FUN experiences of PE and physical activities to help create a lifelong enjoyment of exercise and personal health.</li> <li>- To provide opportunities for children to challenge and extend their physical literacy and fundamental movement skills.</li> <li>- To support children in becoming water confident and improving swimming knowledge and ability.</li> <li>- To prepare children for secondary school and later life.</li> </ul>	<ul style="list-style-type: none"> <li>- To provide opportunities for ALL children to experience school sport experiences (both competitive and participatory).</li> <li>- To reduce barriers to children's participation in school sport opportunities.</li> <li>- To increase opportunities for children to experience new activities.</li> <li>- To provide opportunities for children to extend their physical literacy and personal fitness.</li> <li>- To provide opportunities for children to feel part of a team and represent Trevithick in external events.</li> <li>- Support children in transitioning to sports/physically active clubs outside of school hours.</li> <li>- Provide opportunities for children to experience new sports/activities</li> <li>- Inspire children to pursue sporting opportunities into later life.</li> </ul>	<ul style="list-style-type: none"> <li>- To improve children's physical health.</li> <li>- To make children aware of physical and mental health &amp; specifically their own.</li> <li>- To raise awareness of fitness and give children an increased understanding of their own fitness and health.</li> <li>- To increase physical activity within the school day (Government 30:30 target).</li> <li>- Provide enjoyable physical activity opportunities.</li> </ul>

# IMPLEMENTATION

## Teaching principles

- Planning is carefully mapped across the school to ensure progression of physical skills across key stages
- Differentiation opportunities listed on lesson plans using the STEP principle.
- Opportunities are provided to extend beyond
- There is a focus on learning key vocabulary and using it accurately (Oracy link)
- Scaffolding the learning where applicable
- Assessment for learning opportunities

## Teaching approaches

- Lesson plans created by subject lead to ensure progression across key stages
- Specific key vocabulary and sporting/physical terms are taught and tested
- The use of resources in lessons to differentiate.
- Teaching of vocabulary is done through retrieval / recall pedagogy
- Visits to our local secondary school to extend physical literacy opportunities.
- Plenary to assess learning and allow children time to reflect on their learning
- Using idea of 'digging deeper' challenges to consolidate or extend
- Use of head, hands, heart learning objectives with KS1 & lower KS2
- Specific teaching approach varies depending on activity: guided discovery utilised in gymnastics & OAA.
- Self & peer assessment where applicable

## Physical Education (PE)

- Structured & progressive schemes of learning
- Differentiated activities within PE lessons to enable success for all.
- Improving school resources to meet the needs of the children and the curriculum.
- Alternative activities offered in PE aside from traditional sports (ultimate frisbee, dodgeball).
- Head, Hands, Heart learning objectives and assessment in KS1 & LKS2.
- Intervention groups (SEND & G/T) - Table cricket, GoActive festival training etc.
- Use of outside providers (PAFC, Cornwall Cricket) to provide high quality learning opportunities within curriculum PE (Chance to Shine, Primary Stars etc).
- Curriculum swimming for Y3 & 6 and additional, targeted sessions for LA swimmers in summer term.

## School Sport (SS)

- Participation in CSIA primary sports alliance.
- Host SEND sports festivals (Trevictus winter/summer).
- Inter-house sports program (XC, football, rugby athletics etc.)
- Extra curricular clubs, including external providers (PAFC, Vox dance & GoActive etc.)
- Organising a local football league.
- Seek opportunities to link with community clubs (taster sessions, in school support & after school club support/provision).
- Intervention groups/targeted children assigned specific activities (Table cricket, GoActive festivals, TT Kidz etc.)
- Community club links - maintain active ones & continually looking to engage with new clubs.
- Use of CSIA minibuses when transport issues arise - enabling participation to continue despite potential barriers.
- Enrichment sports trips (Exeter Chiefs, Wimbledon, Premiership football etc).
- Sports awards - 'athlete of the term', inter house certificates & medals.

## Physical Activity (PA)

- Free fruit to all children for breaktime.
- Use of MOKI bands to generate excitement and increase awareness of personal PA levels.
- Seasonal activities (active advent calendar, mini london marathon participation)
- Active TA interventions - TA led.
- Forest and beach school KS1 & Y3, curriculum surfing in Y5, increasing outside learning.
- Playground developments (climbing boulder, skate ramp, MUGA etc).
- Breakfast club activities: gymnastics, 5 a side football, kurling, catching games etc.
- Extra curricular sports clubs, including external run clubs.
- Introducing 'active' TA interventions within class (flashcards etc).
- Hosting school run holiday clubs

# PROGRESSION OF SKILLS

	EYFS / KS1	Lower KS2	Upper KS2
<b>Physical</b>	<ul style="list-style-type: none"> <li>- Run in a straight line (locomotion)</li> <li>- Underarm throw accurately</li> <li>- Overarm throw into an area</li> <li>- Jump &amp; land on two feet</li> <li>- Roll and kick a ball forwards</li> <li>- Catch with two hands</li> <li>- Balance objects on different body parts</li> <li>- Hit a ball off a tee</li> <li>- Control own bodyweight</li> <li>- Balance by individually on different body parts</li> <li>- Change direction when moving (agility)</li> <li>- Hop on one foot</li> <li>- Jump on two feet (up &amp; forwards)</li> <li>- Ride a balance bike (EYFS)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Change direction quickly (agility) to avoid being caught</li> <li>- Support own bodyweight</li> <li>- Skip with a rope</li> <li>- Hit an object with a bat or racquet</li> <li>- Throw &amp; catch underarm</li> <li>- Perform partner balances</li> <li>- Dribble with a range of equipment</li> <li>- Throw overarm with accuracy</li> <li>- Man mark someone in a game</li> <li>- Water confident</li> <li>- Swim 25m with buoyancy aid</li> <li>- Pace themselves for a short distance (over 200m)</li> <li>- Pass a ball using foot</li> <li>- Hold various body positions with control.</li> <li>- Hit a ball with a bat/racquet &amp; make it go where you want it too.</li> <li>- Orientate a map</li> </ul>	<ul style="list-style-type: none"> <li>- Swim 25m unaided</li> <li>- Swim a range of strokes</li> <li>- Dribble with a range of equipment quickly</li> <li>- Jog for a set amount of time without walking</li> <li>- Perform fundamental movements (lunge, squat, press up)</li> <li>- Throw and catch over longer distances</li> <li>- Throw and catch with variety of equipment (frisbee, ball)</li> <li>- Follow a map to find points around the school grounds</li> <li>- Maintain a rally with a partner (tennis, badminton)</li> <li>- Develop agility whilst dribbling a piece of equipment.</li> <li>-</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>- Can share</li> <li>- Can play games with others</li> <li>- Listen and follow simple instructions</li> <li>- Always try &amp; join in</li> <li>- Wait your turn</li> <li>- Tag others nicely</li> <li>- Be honest &amp; kind</li> <li>- Listen to others</li> <li>- Share ideas</li> <li>- Try &amp; challenge yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Control feelings &amp; emotions when winning &amp; losing</li> <li>- Try to win in a controlled/fair way</li> <li>- Congratulate others when they win</li> <li>- Understand the importance of someone's own space</li> <li>- Set your own goals</li> <li>- Lead by example</li> <li>- Be part of a team</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and demonstrate fair play</li> <li>- Take responsibility for your own actions</li> <li>- Help younger children</li> <li>- Try to help others who need it</li> <li>- Make others feel successful</li> <li>- Lead a small activity/warm up</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>- Know what I am doing</li> <li>- Say or show how to stop myself wobbling over</li> <li>- Remember a short sequence of moves</li> <li>- Say or show what a balance is</li> <li>- Find 'good' spaces</li> <li>- Remember the learning objective</li> <li>- Know how I can get better (remember a</li> </ul>	<ul style="list-style-type: none"> <li>- Explain different swimming pool safety rules</li> <li>- Know and explain the different coloured beach flags</li> <li>- Know what the ABC's are &amp; be able to explain them</li> <li>- Think of suitable balances/shapes to use in a sequence</li> <li>- Say or what what is good about my performance</li> <li>- Know if you are defending or attacking in a game</li> <li>- Understand what 'pacing' is</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how to create space with &amp; without a ball</li> <li>- Know what canon and unison is in dance/gymnastics</li> <li>- Suggest ways to solve a problem</li> <li>- Think of my own ideas during gymnastics/dance</li> <li>- Remember some rules of our game</li> </ul>

	teaching point) - Know why we warm up - Explain how to jump safely - Say or show what the ABC's are - Can set a map - Comment on someone's performance & say what you like about it.	- Create a game/activity with others - Identify potential hazards in our work space - I can identify spaces	- Think of ways to adapt an activity to make it easier/harder - Can think of and apply tactics to help me or my team - I can suggest ways to improve my own or my team's performance.
<b>Healthy</b>	- Drink water everyday - Be active when outside - Eat fruit and vegetables - Enjoy playing with others - Name 5 body parts - Know what a portion of fruit/veg is - Sometimes walk/scoot to school - Say or show why it's important to eat me sized meals - Identify friendly and unfriendly foods - Know what 5 a day is and why it's important.	- Know why it is important to eat a healthy breakfast - Know why drinking water is healthy - Know how to feel their own pulse - Say or show how food gives me energy - Get out of breath and break/lunchtime - Say or show why it is important to have regular mealtimes, with healthy snacks in between - Take part in at least 1 active club at school. - Know why being active is important for my health & well being. - Say or show what my muscles, heart & lungs do & why exercise is important for them. - To understand privacy & personal space when changing	- Read food labels and know why too much fat, sugar or salt is unhealthy. - Say or show why sleep is important for health & well being. - Explain why too much screen time is not good for your health & well being. - Represent school at least once in sport/PA. - Describe & or draw the eat well plate. - Name several bones in the human body. - Can say or show a simple warm up or cool down. - Run during the daily mile - pushing themselves to improve

**Progression of vocabulary *(Not an exhaustive list)***

<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Agility, balance, coordination, space, pass, roll, jump, bowl, spring, fast, quick, dodge, turn, target, release, power, gentle, stretch, extend, pointy toes, forwards, backwards, explore, bend, teamwork, honesty, determination.	<b>KS1 vocabulary in addition to:</b> Invasion, possession, attack/attacking, defend/defence, stamina, pacing, tension, extension, communication, lateral, dodge, travel, overload, respect, dribble/dribbling, heart.	<b>KS1 &amp; lower KS2 vocabulary in addition to:</b> aesthetic, canon, unison, endurance, flexibility, strength, speed, power, orientate, fairplay, resilience, determination, self-belief, spatial awareness, reaction time.

## How do we measure impact in our lessons?

Year 1

- Tell me what you are doing.
- Can you show me a balance?
- Is a balance good if you are wobbly?
- Show me your spiderman hands after you've thrown an underarm.
- Do you need to throw your bean bag gently or harder now?

Year 2

- What are we learning to do today?
- What are the ABC's?
- What is a 'good' space? Can you point to a 'good' space?
- Why should we warm up before we start PE?
- How can we make this activity harder?

Year 3

- How can we stay safe at the swimming pool?
- Can you name me 3 swimming pool rules?
- Can you tell me anything about beach flags? What colour are they and what do they mean?
- What did you do today?
- How can you become a better, more confident swimmer?

Year 4

- What is our learning objective today?
- What does pacing mean?
- Can you name an invasion sport?
- In an invasion game, if you have the ball, what can your team do?
- What did you like about this group's routine?
- What happens to your body when we exercise?

Year 5

- How can we communicate with each other in PE and sport?
- Can you explain or show me what canon and unison is in gymnastics?
- How can you improve yourself in this activity?
- What happens to our bodies when we exercise?
- Can you suggest a way that the group could improve their performance?

Year 6

- What does orienting a map mean? Can you show me?
- Can you tell me some of the rules of this game?
- Can you explain why rules are important in games/sports?
- How can we work more effectively as part of a team?
- How can we challenge ourselves with this activity? How can we make it harder?
- Can you explain how someone could be healthier?

## How do we measure the impact?

<b>Learning walks</b>	<b>MOKI data (where applicable)</b>	<b>Formative assessment (question &amp; answer within lessons)</b>	<b>ASA swimming level awards</b>
<b>Extra curricular uptake</b>	<b>Successes in school competition</b>	<b>Certificates &amp; awards related to sport/physical success</b>	<b>End of year school sport representation data</b>

# Developing children's communication skills

## Intent of the oracy curriculum

At Trevithick, we use a variety of approaches through the Voice 21 programme to improve the children's oracy which is of vital importance when considering the catchment area of our school. It is imperative for us that our children leave their primary school education as more confident, accurate speakers and listeners who are able to use their voices to have an impact on their own lives. We want our children to move out into the wider world as citizens with capabilities to have the same opportunities as their peers from more affluent areas. Furthermore, our teaching approaches to oracy allow the children to become more active learners as they learn skills around effective communication such as partner talk, discussion, active listening as well as giving and receiving feedback.

Oracy is developed at Trevithick through stand alone teaching as well as integration across the whole curriculum. This supports the children to build their 'cultural capital' and to become confident speakers around a subject or topic that they have learnt. We teach the children the skills required to be good speakers and listeners including the physical necessities as well as the linguistic, cognitive and social and emotional elements too. This can involve skills like turn taking, using volume, pace and body language as well as thinking carefully about language and vocabulary choices in order to convey meaning in the clearest way. The use of scaffolds such as sentence starters, discussion guidelines and listening ladders, as well as teaching the children about the roles in which they can take on during discussions, allow all children, no matter their ability, the opportunity to improve their oracy. In turn this will support the children in becoming more successful citizens of the world in their later lives.

# EYFS

<b>Key skills to teach</b>				<b>Example outcomes</b>
<b>Physical</b> - To speak audibly so they can be heard and understood -To use gestures to support meaning in play	<b>Linguistic</b> -To use talk in play practice new vocabulary - To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	<b>Cognitive</b> -To use 'because' to develop their ideas -To make relevant contributions and ask questions -To describe events that have happened to them in detail	<b>Social and emotional</b> -To look at someone who is speaking to them -To take turns to speak when working in a group	<ul style="list-style-type: none"> <li>- Effective partner talk</li> <li>- A visit to supermarket or post office to practice speaking to an unfamiliar adult</li> <li>- Opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</li> </ul>

## **Teaching ideas**

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes let me get that for you. One moment'. Give specific praise when they adopt a role and use language appropriately.
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper... now tell me your favourite colour in a playground voice!'

# YEAR 1

<b>Key skills to teach</b>				<b>Example outcomes</b>
<b>Physical</b> -To use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue -To speak clearly and confidently in a range of contexts	<b>Linguistic</b> -To use vocabulary specific to the topic at hand -To take opportunities to try out new languages. -To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	<b>Cognitive</b> -To offer reasons for opinions -To disagree with someone else's opinion politely. -To explain ideas and events in chronological order. -To ask a question when they haven't understood.	<b>Social and emotional</b> To listen to others and be willing to change their mind based on what they have heard -to organise group discussions independently of an adult.	-To take part in a small group discussion without an adult. -To be filmed speaking and use this for reflection -To speak in front of a larger audience e.g. during an assembly.

## Teaching ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link each other.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?.'
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

# Year 2

<b>Key skills to teach</b>				<b>Example outcomes</b>
<b>Physical</b> -To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	<b>Linguistic</b> -To adapt how they speak in different situations according to audience. -To use sentence stems to signal when they are building on or challenging others' ideas.	<b>Cognitive</b> -To ask questions to find out more about a subject. -To build on others' ideas in discussions. -To make connections between what has been said and their own and others' experiences.	<b>Social and emotional</b> -To develop an awareness of audience e.g. what might interest a certain group. -To be aware of others who have not spoken and to invite them into discussion. -Confident delivery of short pre-prepared material.	<ul style="list-style-type: none"> <li>- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.</li> <li>- Participate in a short 'show and tell' session.</li> </ul>

## Teaching ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.

# Year 3

<i>Key skills to teach</i>				<i>Example outcomes</i>
<b>Physical</b> -To deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. -To consider position and posture when addressing an audience.	<b>Linguistic</b> -To be able to use specialist language to describe their own and others' talk. -To use specialist vocabulary. -To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	<b>Cognitive</b> -To offer opinions that aren't their own. -To reflect on discussions and identify how to improve. -To be able to summarise a discussion. -To reach shared agreement in discussions.	<b>Social and emotional</b> -To adapt the content of their speech for a specific audience. -To speak with confidence in front of an audience.	<ul style="list-style-type: none"> <li>- Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>- Become a storyteller for an authentic audience.</li> <li>- Present to an audience of older or younger students.</li> <li>- Chair a discussion.</li> <li>- Hold a class meeting.</li> </ul>

## *Teaching ideas*

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful.
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Play 'articulate' with specialist subject vocabulary.

# Year 4

<b>Key skills to teach</b>				<b>Example outcomes</b>
<b>Physical</b> -To consider movement when addressing an audience. -To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.	<b>Linguistic</b> -To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	<b>Cognitive</b> -To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. -To ask probing questions. -To reflect on their own oracy skills and identify areas of strength and areas to improve.	<b>Social and emotional</b> -To use more natural and subtle prompts for turn taking. -To be able to empathise with an audience. -To consider the impact of their words on others when giving feedback.	<ul style="list-style-type: none"> <li>- To use talk for a specific purpose e.g. to persuade or to entertain.</li> <li>- To speak in front of a larger audience of adults e.g. a group of eight.</li> <li>- To collaboratively solve a problem.</li> <li>- To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</li> <li>- Peer teaching</li> <li>- Perform poetry by heart.</li> </ul>

## Teaching ideas

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using smiles, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.
- Create opportunities for pupils to reflect on their oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

# Year 5

<b>Key skills to teach</b>				<b>Example outcomes</b>
<b>Physical</b> -To project their voice to a large audience. -For gestures to become increasingly natural.	<b>Linguistic</b> -To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	<b>Cognitive</b> -To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. -To identify when a discussion is going off topic and to be able to bring it back on track.	<b>Social and emotional</b> -Listening for extended periods of time. -To speak with flair and passion.	<ul style="list-style-type: none"> <li>- Enter a debate competition</li> <li>- BBC school report</li> <li>- Create a Youtube channel</li> <li>- Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</li> <li>- Leading a parents' evening.</li> <li>- Comparing a school talent show or event.</li> <li>- Slam poetry</li> <li>- Stand up comedy</li> </ul>

## Teaching ideas

- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however, what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
- Develop a bank of sentence stems which have similar meaning to those students are already familiar with e.g. for agreement: 'I agree and i would like to add...' 'I would like to echo what X said because...' 'I see it in a similar way to X because...' 'I have a similar opinion because...'

# Year 6

<b>Key skills to teach</b>				<b>Example outcomes</b>
<b>Physical</b> -To speak fluently in front of an audience. -To have a stage presence. -Consciously adapt tone, pace and volume of voice within a single situation.	<b>Linguistic</b> -To vary sentence structures and length for effect when speaking. -To be comfortable using idioms and expressions.	<b>Cognitive</b> -To construct a detailed argument or complex narrative. -To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	<b>Social and emotional</b> -To use humour effectively. -To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	<ul style="list-style-type: none"><li>- Give a speech to an audience of peers and adults.</li><li>- Lead School Council</li><li>- Mentor or teach younger students</li><li>- Lead an assembly.</li><li>- Act as a tour guide for prospective parents.</li><li>- Record their own sports commentary.</li></ul>

## Teaching ideas

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
- practise 'power poses' to explore physical aspects of speaking
- Teach structures for building evidence-based arguments.

## How do we measure the impact of the oracy curriculum?

In the quality of feedback / response in class	Through the planned discussions in class	Through the vocab that children use
Through the incidental speech children use	Through the presentational outcomes	Through the appropriate language used by children

# PSHE & Children's Mental Health

## Intent of the PSHE & MH curriculum

Stick	Link	Build	Use
<p>The PSHE curriculum intends to help our children to be safe, healthy individuals prepared for life's opportunities both within and beyond school. We want to give our children equal opportunity to develop the skills and knowledge they need to thrive now and in the future whilst enabling them to develop both socially and emotionally. By giving children the chance to explore the themes of Health and Wellbeing, Relationships and Living in the Wider World, we teach our children how to become not only more aware of themselves, their family and their own feelings, but also to respect, tolerate and understand others around them. In essence, we hope to give our children a solid foundation for whatever challenging opportunities lie ahead so that they can face a world full of uncertainty with knowledge and resilience.</p> <p>Our PSHE curriculum works alongside other curriculum areas, namely Computing, PESSPA, Science, Forest School, Beach School and Oracy to ensure depth of coverage, knowledge and understanding.</p>			

## Implementation

Teaching principles	Teaching approaches
<ul style="list-style-type: none"> <li>• That PSHE is taught as specific lessons with specific content</li> <li>• That the extensive extra curricular programme brings specific learning into context</li> <li>• We adapt the curriculum to meet short term needs that arise in our community</li> <li>• We actively teach diversity in modern Britain and map</li> </ul>	<ul style="list-style-type: none"> <li>• We plan a comprehensive curriculum using resources from Jigsaw</li> <li>• We recall previously taught knowledge</li> <li>• We consult with parents about the content with our curriculum with regards to RSHE</li> </ul>

# Trevithick PSHE Curriculum Framework – Whole School Overview

Core Theme	Health and Wellbeing		Relationships		Living in the Wider World	
Topics	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Family and relationships	Growing and changing (SRE)
Y1	Feeling special and safe Being part of a class ( <i>LTL</i> ) Rights and responsibilities Rewards and feeling proud Consequences	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Identifying successes and achievements Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles	Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Celebrating special relationships	Life cycles – animal and human ( <i>science</i> ) Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change
Y2	Hopes and fears for the year ( <i>LTL</i> ) Rights and responsibilities Safe and fair learning environment ( <i>LTL</i> ) Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature ( <i>science</i> ) Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Y3	Setting personal goals ( <i>LTL</i> ) Self-identity and worth Positivity in challenges Rules, rights and responsibilities ( <i>LTL</i> ) Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful	Difficult challenges and achieving success Motivation and enthusiasm Recognising and trying to overcome obstacles Managing feelings Simple budgeting	Attitudes towards drugs Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas
Y4	Being part of a class team ( <i>LTL</i> ) Being a school citizen Rights, responsibilities and democracy ( <i>school council</i> ) Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Identifying how special and unique everyone is	Overcoming disappointment Achieving goals Celebrating contributions Resilience Positive attitudes	Healthier friendships Smoking Alcohol Assertiveness Peer pressure	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change
Y5	Planning the forthcoming year ( <i>LTL</i> ) Being a citizen Rights and responsibilities How behaviour affects groups Democracy, having a voice, participating ( <i>Parliament Week</i> )	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices	Self-recognition and self-worth Building self-esteem Online gaming and gambling Reducing screen time	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility

				Motivation and behaviour		Coping with change
Y6	Identifying goals for the year (LTL) Global citizenship Children's universal rights Democracy, having a voice (Parliament week) Anti-social behaviour Role-modelling	Perceptions of normality Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Making personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends

## YEAR 1

### Being me in my world

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Understand the rights and responsibilities of a member of a class</li> <li>*Understand that their views are important</li> <li>*Understand that their choices have Consequences</li> <li>*Understand their own rights and responsibilities with their classroom</li> </ul>
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<b>Social and emotional skills</b>	<b>Key questions</b>
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<ul style="list-style-type: none"> <li>*Understanding that they are special</li> <li>*Understand that they are safe in their class</li> <li>*Identifying helpful behaviours to make the class a safe place</li> <li>*Identify what it's like to feel proud of an achievement</li> <li>*Recognise feelings associated with positive and negative consequences</li> <li>*Understand that they have choices</li> </ul>	<p>What do you do in class to help other children? What do you do to help your teacher? What does it feel like to be safe? Can you tell me something you were really proud of? How did it make you feel 'inside'? What sort of things does your teacher say or do when they are pleased? What choices can you make to be helpful and kind in school and at home? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?</p>
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### Vocabulary

Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed

## YEAR 1

### Celebrating difference

#### Key Knowledge

- \*Know that people have differences and similarities
- \*Know what bullying means
- \*Know who to tell if they or someone else is being bullied or is feeling unhappy
- \*Know skills to make friendships
- \*Know that people are unique and that it is OK to be different

#### Social and emotional skills

- \*Recognise ways in which they are the same as their friends and ways they are different
- \*Identify what is bullying and what isn't
- \*Understand how being bullied might feel
- \*Know ways to help a person who is being Bullied
- \*Identify emotions associated with making a new friend
- \*Verbalise some of the attributes that make them unique and special

#### Key questions

Can you say how you are different from a friend? Can you say how you are the same as a friend? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? Can you show me how to do Calm Me time?

#### Vocabulary

Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique

## YEAR 1

### Dreams and Goals

#### Key Knowledge

- \*Know how to set simple goals
- \*Know how to achieve a goal
- \*Know how to work well with a partner
- \*Know that tackling a challenge can stretch their learning
- \*Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- \*Know when a goal has been achieved

Social and emotional skills	Key questions
<ul style="list-style-type: none"> <li>*Recognise things that they do well</li> <li>*Explain how they learn best</li> <li>*Celebrate an achievement with a friend</li> <li>*Recognise their own feelings when faced with a challenge</li> <li>*Recognise their own feelings when they are faced with an obstacle</li> <li>*Recognise how they feel when they overcome an obstacle</li> <li>*Can store feelings of success so that they can be used in the future</li> </ul>	<p>What goals have you set at school? What goal would you like to set for home? What do you need to do to achieve your goal? How do you feel when something is difficult? How do you feel when you have achieved a goal? How can we celebrate your achievements together? How does Jigsaw Jack help you in lessons? Can you tell me about Calm Me time?</p>
<b>Vocabulary</b>	
<p>Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>	

<b>YEAR 1</b>	
<b>Healthy Me</b>	
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>*Know the difference between being healthy and unhealthy</li> <li>*Know some ways to keep healthy</li> <li>*Know how to make healthy lifestyle choices</li> <li>*Know how to keep themselves clean and healthy</li> <li>*Know that germs cause disease / illness</li> <li>*Know that all household products, including medicines, can be harmful if not used properly</li> <li>*Know that medicines can help them if they feel poorly</li> <li>*Know how to keep safe when crossing the road</li> <li>*Know about people who can keep them safe</li> </ul>
Social and emotional skills	Key questions
<ul style="list-style-type: none"> <li>*Feel good about themselves when they make healthy choices</li> <li>*Realise that they are special</li> <li>*Keep themselves safe</li> <li>*Recognise ways to look after themselves if they feel poorly</li> <li>*Recognise when they feel frightened and know how to ask for help</li> <li>*Recognise how being healthy helps them to feel happy</li> </ul>	<p>Can you give me an example of a healthy / unhealthy choice? How do you feel when you make a healthy choice? Can you tell me something that is special about you? Can I tell you something I think is special about you? What can you do when you feel poorly? Can you talk about a time when you felt frightened? Who can you ask for help when you feel frightened? How does Jigsaw Jerrie Cat help you to pause in lessons?</p>

<b>Vocabulary</b>	
Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	

<b>YEAR 1</b>	
<b>Families and Relationships</b>	

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that everyone’s family is different</li> <li>*Know that there are lots of different types of families</li> <li>*Know that families are founded on belonging,love and care</li> <li>*Know how to make a friend</li> <li>*Know the characteristics of healthy and safe friends</li> <li>*Know that physical contact can be used as a greeting</li> <li>*Know about the different people in the school community and how they help</li> <li>*Know who to ask for help in the school community</li> </ul>
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<b>Social and emotional skills</b>	<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Can express how it feels to be part of a family and to care for family members</li> <li>*Can say what being a good friend means</li> <li>*Can show skills of friendship</li> <li>*Can identify forms of physical contact they prefer</li> <li>*Can say no when they receive a touch they don’t like</li> <li>*Can praise themselves and others</li> <li>*Can recognise some of their personal qualities</li> <li>*Can say why they appreciate a special relationship</li> </ul>	<p>Who is in our family? Do any of your friends have a family that is different? What does ‘being a good friend’ mean? Who are you good friends? Who do you / don’t you hug? Who can you ask for help at school? (In the class, in the playground, in the hall) Can we share a Calm Me time together? Can we share what we both like best about our family, and what we are grateful for?</p>

<b>Vocabulary</b>	
Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	

## YEAR 1

### Growing and changing (SRE)

#### Key Knowledge

- \*Know that animals including humans have a life cycle
- \*Know that changes happen when we grow up
- \*Know that people grow up at different rates and that is normal
- \*Know the names of male and female private body parts
- \*Know that there are correct names for private body parts and nicknames, and when to use them
- \*Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- \*Know who to ask for help if they are worried or frightened
- \*Know that learning brings about change

#### Social and emotional skills

- \*Understand and accepts that change is a natural part of getting older
- \*Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
- \*Can express why they enjoy learning
- \*Can suggest ways to manage change e.g. moving to a new class

#### Key questions

What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Which parts of your body are private? Who is allowed to see your private body parts? What should you do if you don't like the way someone is touching you? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?

#### Vocabulary

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

## YEAR 2

### Being me in my world

#### Key Knowledge

- Identifying hopes and fears for the year ahead
- Understand the rights and responsibilities of class members
- Know that it is important to listen to other people
- Understand that their own views are valuable
- Know about rewards and consequences and that these stem from choices
- Know that positive choices impact positively on self-learning and the learning of others

Social and emotional skills	Key questions
<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>What are you looking forward to this year? Are you worried about anything that might happen this year? Can you tell me some good (positive) choices a person can make in school? How do you show you are a good listener? What do you do to get on with other children? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward /praise children who make positive/helpful choices? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?</p>
<b>Vocabulary</b>	
<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p>	

<b>YEAR 2</b>	
<b>Celebrating difference</b>	
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>*Know there are stereotypes about boys and girls</li> <li>*Know that it is OK not to conform to gender stereotypes</li> <li>*Know it is good to be yourself</li> <li>*Know that sometimes people get bullied because of difference</li> <li>*Know the difference between right and wrong and the role that choice has to play in this</li> <li>*Know that friends can be different and still be friends</li> <li>*Know where to get help if being bullied</li> <li>*Know the difference between a one-off incident and bullying</li> </ul>
<b>Social and emotional skills</b>	<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>*Understand that boys and girls can be different in lots of ways and that is OK</li> <li>*Explain how being bullied can make someone feel</li> <li>*Can choose to be kind to someone who is being bullied</li> <li>*Know how to stand up for themselves when they need to</li> <li>*Recognise that they shouldn't judge people because they are different</li> </ul>	<p>What is bullying? Do all boys have to be the same, and all girls have to be the same? How do you feel about this? Are stereotypes fair? Can a person be friends with someone who is different from them? Can we choose how we treat other people? Can being different be used as a reason for bullying? How do you feel about that? If you were worried about bullying what could you do? Does Calm Me time help you feel peaceful?</p>

*Understand that everyone's differences make them special and unique	
<b>Vocabulary</b>	
Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	

**YEAR 2**

**Dreams and Goals**

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know how to choose a realistic goal and think about how to achieve it</li> <li>*Know that it is important to persevere</li> <li>*Know how to recognise what working together well looks like</li> <li>*Know what good group working looks like</li> <li>*Know how to share success with other people</li> </ul>
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<b>Social and emotional skills</b>	<b>Key questions</b>
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<ul style="list-style-type: none"> <li>*Be able to describe their own achievements and the feelings linked to this</li> <li>*Recognise their own strengths as a learner</li> <li>*Recognise how working with others can be helpful</li> <li>*Be able to work effectively with a partner</li> <li>*Be able to choose a partner with whom they work well</li> <li>*Be able to work as part of a group</li> <li>*Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<p>What goals have you set at school? What goal would you like to set for home? What do you need to do achieve your goal? How do you feel when something is difficult? How do you feel when you have achieved a goal? How do you like to celebrate when you achieve something you are proud of? How can we celebrate each other's achievements at home? Does Jigsaw Jo help you learn? Do you have Pause Points with Jigsaw Jerrie Cat? Do these help you?</p>
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**Vocabulary**

Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.

## YEAR 2

### Healthy Me

#### Key Knowledge

- \*Know what their body needs to stay healthy
- \*Know what relaxed means
- \*Know what makes them feel relaxed / stressed
- \*Know how medicines work in their bodies
- \*Know that it is important to use medicines safely
- \*Know how to make some healthy snacks
- \*Know why healthy snacks are good for their bodies
- \*Know which foods give their bodies energy

#### Social and emotional skills

- \*Desire to make healthy lifestyle choices
- \*Identify when a feeling is weak and when a feeling is strong
- \*Feel positive about caring for their bodies and keeping it healthy
- \*Have a healthy relationship with food
- \*Express how it feels to share healthy food with their friends

#### Key questions

What does your body need to stay healthy? What does relaxed mean? What makes you feel relaxed / stressed? What types of medicine have I given you? What are they for? What healthy snack shall we make and eat together? What snacks could you eat before exercise? How can Calm Me time help you stay healthy?

#### Vocabulary

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.

## YEAR 2

### Families and Relationships

#### Key Knowledge

Know that everyone's family is different  
Know that families function well when there is trust, respect, care, love and co-operation  
Know that there are lots of forms of physical contact within a family  
Know how to stay stop if someone is hurting them  
Know some reasons why friends have conflicts  
Know that friendships have ups and downs and sometimes change with time  
Know how to use the Mending Friendships or Solve-it-together problem-solving methods  
Know there are good secrets and worry secrets and why it is important to share worry secrets  
Know what trust is

#### Social and emotional skills

Can identify the different roles and responsibilities in their family  
Can recognise the value that families can bring  
Can recognise and talk about the types of physical contact that is acceptable or unacceptable  
Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict  
Can identify the negative feelings associated with keeping a worry secret  
Can identify the feelings associated with trust  
Can identify who they trust in their own relationships  
Can give and receive compliments  
Can say who they would go to for help if they were worried or scared

#### Key questions

What's the same / different from our family to your friend's family? What would you do if someone was hurting you at school? Who would you go to for help at school? Why do people fall out with each other? What can you do if you don't agree with your friend? What can you do if you and your friend have had an argument? Can we share what we are grateful for in our family? How does Jigsaw Jo help in your Jigsaw lessons? Can you explain to me what 'Mending Friendships' is about?

#### Vocabulary

Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.

## YEAR 2

### Growing and changing (SRE)

#### Key Knowledge

Know that life cycles exist in nature  
Know that ageing is a natural process including old-age  
Know that some changes are out of an individual's control  
Know how their bodies have changed from when they were a baby and that they will continue to change as they age  
Know the physical differences between male and female bodies  
Know the correct names for private body parts  
Know that private body parts are special and that no one has the right to hurt these  
Know who to ask for help if they are worried or frightened  
Know there are different types of touch and that some are acceptable and some are unacceptable

#### Social and emotional skills

Can appreciate that changes will happen and that some can be controlled and others not  
Be able to express how they feel about changes  
Show appreciation for people who are older  
Can recognise the independence and responsibilities they have now compared to being a baby or toddler  
Can say what greater responsibilities and freedoms they may have in the future  
Can say who they would go to for help if worried or scared  
Can say what types of touch they find comfortable/ uncomfortable  
Be able to confidently ask someone to stop if they are being hurt or frightened  
Can say what they are looking forward to in the next year

#### Key questions

What is a life cycle? How have you changed since you were a baby? How will you change over the next year / 5 years / 20 years? What changes can you / can't you control? Which parts are your private parts? Who is allowed to see them? What would you do if someone was touching you and you didn't like it? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is your favourite part of Jigsaw lessons?

#### Vocabulary

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

## YEAR 3

### Being me in my world

#### Key Knowledge

- \*Understand that they are important
- \*Know what a personal goal is
- \*Understanding what a challenge is
- \*Know why rules are needed and how these relate to choices and consequences
- \*Know that actions can affect others' feelings
- \*Know that others may hold different views
- \*Know that the school has a shared set of values

#### Social and emotional skills

- \*Recognise self-worth
- \*Identify personal strengths
- \*Be able to set a personal goal
- \*Recognise feelings of happiness, sadness, worry and fear in themselves and others
- \*Make other people feel valued
- \*Develop compassion and empathy for others
- \*Be able to work collaboratively

#### Key questions

What would your 'nightmare school' look, sound and feel like? What would your 'dream school' look, sound and feel like? What are emotions? Can you name some different ones? Can you give some examples of positive (helpful) choices that could lead to a reward? Why is making someone feel welcome an important skill? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?

#### Vocabulary

Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Group Dynamics, Team Work, View Point, Ideal School, Belong.

## YEAR 3

### Celebrating difference

#### Key Knowledge

- \*Know why families are important
- \*Know that everybody's family is different
- \*Know that sometimes family members don't get along and some reasons for this
- \*Know that conflict is a normal part of relationships
- \*Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do

	*Know that some words are used in hurtful ways and that this can have consequences	
	<b>Social and emotional skills</b>	<b>Key questions</b>
	<ul style="list-style-type: none"> <li>*Be able to show appreciation for their families, parents and carers</li> <li>*Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>*Empathise with people who are bullied</li> <li>*Employ skills to support someone who is bullied</li> <li>*Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>*Be able to recognise, accept and give compliments</li> <li>*Recognise feelings associated with receiving a compliment</li> </ul>	<p>What is the 'Solve it together' technique? How can it help solve a disagreement between two people? What is a bystander in a bullying situation? (A bystander is a witness not directly involved) How could a bystander make a bullying situation worse or better? What types of bullying do you know about? Where can someone get help if they were being bullied or witnessed bullying? How does it feel to give and receive a compliment? Can you explain how Calm Me time makes you feel?</p>
	<b>Vocabulary</b>	
	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	

<b>YEAR 3</b>		
<b>Dreams and Goals</b>		
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know about specific people who have overcome difficult challenges to achieve success</li> <li>*Know what dreams and ambitions are important to them</li> <li>*Know how they can best overcome learning challenges</li> <li>*Know that they are responsible for their own learning</li> <li>*Know what an obstacle is and how they can hinder achievement</li> <li>*Know how to take steps to overcome obstacles</li> <li>*Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul>	
	<b>Social and emotional skills</b>	<b>Key questions</b>
	<ul style="list-style-type: none"> <li>*Recognise other people's achievements in overcoming difficulties</li> <li>*Imagine how it will feel when they achieve their dream / ambition</li> <li>*Can break down a goal into small steps</li> <li>*Recognise how other people can help them to achieve their goals</li> <li>*Can manage feelings of frustration linked to facing obstacles</li> <li>*Can share their success with others</li> </ul>	<p>Can you tell me about someone who overcame an obstacle to achieve their goal. What ambition is important to you? What can you do if something is difficult? How does it feel to be stuck? How can I help you to achieve your goal? What might it feel like when you achieve your goal? Describe how it felt when you achieved your Goal? How can you use this feeling the next time you are stuck? How does Jigsaw Jino help your Jigsaw work? Do you enjoy Calm Me time?</p>

*Can store feelings of success (in their internal treasure chest) to be used at another time	
<b>Vocabulary</b>	
Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	

**YEAR 3**

**Healthy Me**

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that there are different types of drugs</li> <li>*Know that there are things, places and people that can be dangerous</li> <li>*Know a range of strategies to keep themselves safe</li> <li>*Know when something feels safe or unsafe</li> <li>*Know that their bodies are complex and need taking care of</li> </ul>
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<b>Social and emotional skills</b>	<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Identify how they feel about drugs</li> <li>*Can express how being anxious or scared feels</li> <li>*Can take responsibility for keeping themselves and others safe</li> <li>*Respect their own bodies and appreciate what they do</li> </ul>	<p>What drugs do you know about? How do you feel about drugs? Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these? Can you tell me about a time when you felt unsafe? Can we talk about how we keep each other safe in our family? Can we share a Calm me time to feel peaceful together? Shall we try an exercise session together?</p>

<b>Vocabulary</b>	
Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	

**YEAR 3**

**Families and Relationships**

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that different family members carry out different roles or have different responsibilities within the family</li> <li>*Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>*Know some of the skills of friendship, e.g. taking turns, being a good listener</li> </ul>
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	<ul style="list-style-type: none"> <li>*Know how some of the actions and work of people around the world help and influence my life</li> <li>*Know that they and all children have rights (UNCRC)</li> <li>*Know the lives of children around the world can be different from their own</li> </ul>	
<b>Social and emotional skills</b>	<b>Key questions</b>	
<ul style="list-style-type: none"> <li>*Can identify the responsibilities they have within their family</li> <li>*Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>*Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>*Understand that they are connected to the global community in many different ways</li> <li>*Can identify similarities in children's rights around the world</li> <li>*Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>	<p>What jobs do I / mummy / daddy do around the house? What makes a good friend? Can you tell me about a time when you were really good at sharing / taking turns / Listening? How can you stay safe online? What should our rules be? What would you do if you saw or heard something online that made you feel worried? What rights do children have? How could we use the Solve-it-together technique at home?</p>	
<b>Vocabulary</b>		
<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>		

<b>YEAR 3</b>		
<b>Growing and changing (SRE)</b>		
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>Know that babies need love and care from their parents/carers</li> <li>Know some of the changes that happen between being a baby and a child</li> <li>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> </ul>	
<b>Social and emotional skills</b>	<b>Key questions</b>	
Can express how they feel about babies	Can you tell me about some of the changes that happen to a puppy / kitten / baby	

<p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>	<p>as they grow up? Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? Do you have any questions about the changes that are going to happen to you as you grow up?</p>
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**Vocabulary**

Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

**YEAR 4**

**Being me in my world**

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know how individual attitudes and actions make a difference to a class</li> <li>*Know about the different roles in the school community</li> <li>*Know their place in the school community</li> <li>*Know what democracy is (applied to pupil voice in school)</li> <li>*Know that their own actions affect themselves and others</li> <li>*Know how groups work together to reach a consensus</li> <li>*Know that having a voice and democracy benefits the school community</li> </ul>
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<b>Social and emotional skills</b>	<b>Key questions</b>
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<ul style="list-style-type: none"> <li>*Identify the feelings associated with being included or excluded</li> <li>*Can make others feel valued and included</li> <li>*Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>*Can make others feel cared for and welcomed</li> <li>*Recognise the feelings of being motivated or unmotivated</li> <li>*Understand why the school community benefits from a Learning Charter</li> <li>*Be able to help friends make positive choices</li> <li>*Know how to regulate my emotions</li> </ul>	<p>What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?</p>
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**Vocabulary**

Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).

## YEAR 4

### Celebrating difference

#### Key Knowledge

- \*Know that sometimes people make assumptions about a person because of the way they look or act
- \*Know there are influences that can affect how we judge a person or situation
- \*Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- \*Know what to do if they think bullying is, or might be taking place
- \*Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- \*Know that first impressions can change

#### Social and emotional skills

- \*Try to accept people for who they are
- \*Identify influences that have made them think or feel positively/negatively about a situation
- \*Identify feelings that a bystander might feel in a bullying situation
- \*Identify reasons why a bystander might join in with bullying
- \*Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- \*Identify their own uniqueness
- \*Be comfortable with the way they look
- \*Identify when a first impression they had was right or wrong
- \*Be non-judgemental about others who are different

#### Key questions

What is an assumption? Are assumptions always right? What can influence us to make an unfair judgement about someone else? Is social media always helpful? What's good/ bad about social media? What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? Are stereotypes fair? Do you know any rules for staying safe with technology? What could you do if you were worried about something online or in social media e.g. cyber-bullying? Does your Jigsaw friend help you learn? What does Jigsaw Jerrie cat do in your lessons?

#### Vocabulary

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On, purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

## YEAR 4

### Dreams and Goals

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>*Know how to make a new plan and set new goals even if they have been disappointed</li> <li>*Know how to work out the steps they need to take to achieve a goal</li> <li>*Know how to work as part of a successful group</li> <li>*Know how to share in the success of a group</li> </ul>	
<b>Social and emotional skills</b>		<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Can identify the feeling of disappointment</li> <li>*Can identify a time when they have felt disappointed</li> <li>*Be able to cope with disappointment</li> <li>*Help others to cope with disappointment</li> <li>*Can identify what resilience is</li> <li>*Have a positive attitude</li> <li>*Enjoy being part of a group challenge</li> <li>*Can share their success with others</li> <li>*Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>		<p>What are your hopes and dreams? Can you tell me about a time that one of your dreams didn't come true? What can we do when we feel disappointed? What is resilience? Describe how it felt when you achieved your goal? Can I tell you what my dreams and goals were when I was your age? How can you use this feeling the next time you are stuck? Does Calm Me time help you when you are feeling stuck? How does Jigsaw Jaz help you learn?</p>
<b>Vocabulary</b>		
<p>Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>		

## YEAR 4

### Healthy Me

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know how different friendship groups are formed and how they fit into them</li> <li>*Know which friends they value most</li> <li>*Know that there are leaders and followers in groups</li> <li>*Know that they can take on different roles according to the situation</li> <li>*Know the facts about smoking and its effects on health</li> <li>*Know some of the reasons some people start to smoke</li> <li>*Know the facts about alcohol and its effects on health, particularly the liver</li> <li>*Know some of the reasons some people drink alcohol</li> <li>*Know ways to resist when people are putting pressure on them</li> <li>*Know what they think is right and wrong</li> </ul>	
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Social and emotional skills	Key questions
<ul style="list-style-type: none"> <li>*Can identify the feelings that they have about their friends and different friendship groups</li> <li>*Recognise how different people and groups they interact with impact on them</li> <li>*Identify which people they most want to be friends with</li> <li>*Recognise negative feelings in peer pressure situations</li> <li>*Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>*Can tap into their inner strength and know-how to be assertive</li> </ul>	<p>Who are your friends? How do they make you feel? Which groups do you spend time with? How do you feel when you are with the different groups? Can you tell me about a time when you were the leader / follower in the group? How can smoking affect people's health? How can drinking affect people's health? What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? How can you build your inner strength? Does Calm me time help you feel stronger inside?</p>
<b>Vocabulary</b>	
<p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>	

<b>YEAR 4</b>	
<b>Families and Relationships</b>	
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know some reasons why people feel jealousy</li> <li>*Know that jealousy can be damaging to relationships</li> <li>*Know that loss is a normal part of relationships</li> <li>*Know that negative feelings are a normal part of loss</li> <li>*Know that memories can support us when we lose a special person or animal</li> <li>*Know that change is a natural part of relationships/ friendship</li> <li>*Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>
Social and emotional skills	Key questions
<ul style="list-style-type: none"> <li>*Can identify feelings and emotions that accompany jealousy</li> <li>*Can suggest positive strategies for managing jealousy</li> <li>*Can identify people who are special to them and express why</li> <li>*Can identify the feelings and emotions that accompany loss</li> <li>*Can suggest strategies for managing loss</li> <li>*Can tell you about someone they no longer see</li> <li>*Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<p>Can you tell me about a time when you felt jealous? Did it affect how you behaved? Can we tell each other about the people we love? Do you miss seeing anyone? Who could we make a memory box for? Have you ever fallen out with any of your friends? What happened? How did you resolve it? Do you have any friends that you fall out with a lot? How does Jigsaw Jaz help you learn about friendships? Does Calm Me time help you stay calm?</p>

## Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

## YEAR 4

### Growing and changing (SRE)

#### Key Knowledge

- \*Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- \*Know that babies are made by a sperm joining with an ovum
- \*Know the names of the different internal and external body parts that are needed to make a baby
- \*Know how the female and male body change at puberty
- \*Know that personal hygiene is important during puberty and as an adult
- \*Know that change is a normal part of life and that some cannot be controlled and have to be accepted
- \*Know that change can bring about a range of different emotions

#### Social and emotional skills

- \*Can appreciate their own uniqueness and that of others
- \*Can express how they feel about having children when they are grown up
- \*Can express any concerns they have about puberty
- \*Can say who they can talk to about puberty if they are worried
- \*Can apply the circle of change model to themselves to have strategies for managing change
- \*Have strategies for managing the emotions relating to change

#### Key questions

Which of your characteristics did you get from your birth parents? Do you have any questions about the changes that happen to a girl when they grow up? Do you have any questions about how babies are made? How do you feel about the changes that will happen to you as you grow?

## Vocabulary

Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexualintercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

## YEAR 5

### Being me in my world

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know how individual attitudes and actions make a difference to a class</li> <li>*Know about the different roles in the school community</li> <li>*Know their place in the school community</li> <li>*Know what democracy is (applied to pupil voice in school)</li> <li>*Know that their own actions affect themselves and others</li> <li>*Know how groups work together to reach a consensus</li> <li>*Know that having a voice and democracy benefits the school community</li> </ul>	
<b>Social and emotional skills</b>		<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Identify the feelings associated with being included or excluded</li> <li>*Can make others feel valued and included</li> <li>*Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>*Can make others feel cared for and welcomed</li> <li>*Recognise the feelings of being motivated or unmotivated</li> <li>*Understand why the school community benefits from a Learning Charter</li> <li>*Be able to help friends make positive choices</li> <li>*Know how to regulate my emotions</li> </ul>		<p>What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?</p>
<b>Vocabulary</b>		
<p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>		

<b>YEAR 5</b>		
<b>Celebrating difference</b>		
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>*Know there are influences that can affect how we judge a person or situation</li> <li>*Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>*Know what to do if they think bullying is, or might be taking place</li> <li>*Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>*Know that first impressions can change</li> </ul>	
<b>Social and emotional skills</b>		<b>Key questions</b>

<ul style="list-style-type: none"> <li>*Try to accept people for who they are</li> <li>*Identify influences that have made them think or feel positively/negatively about a situation</li> <li>*Identify feelings that a bystander might feel in a bullying situation</li> <li>*Identify reasons why a bystander might join in with bullying</li> <li>*Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>*Identify their own uniqueness</li> <li>*Be comfortable with the way they look</li> <li>*Identify when a first impression they had was right or wrong</li> <li>*Be non-judgemental about others who are different</li> </ul>	<p>What is an assumption? Are assumptions always right? What can influence us to make an unfair judgement about someone else? Is social media always helpful? What's good/ bad about social media? What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? Are stereotypes fair? Do you know any rules for staying safe with technology? What could you do if you were worried about something online or in social media e.g. cyber-bullying? Does your Jigsaw friend help you learn? What does Jigsaw Jerrie cat do in your lessons?</p>
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**Vocabulary**

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On, purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

**YEAR 5**

**Dreams and Goals**

<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>*Know how to make a new plan and set new goals even if they have been disappointed</li> <li>*Know how to work out the steps they need to take to achieve a goal</li> <li>*Know how to work as part of a successful group</li> <li>*Know how to share in the success of a group</li> </ul>
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<b>Social and emotional skills</b>	<b>Key questions</b>
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<ul style="list-style-type: none"> <li>*Can identify the feeling of disappointment</li> <li>*Can identify a time when they have felt disappointed</li> <li>*Be able to cope with disappointment</li> <li>*Help others to cope with disappointment</li> <li>*Can identify what resilience is</li> <li>*Have a positive attitude</li> <li>*Enjoy being part of a group challenge</li> <li>*Can share their success with others</li> <li>*Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<p>What are your hopes and dreams? Can you tell me about a time that one of your dreams didn't come true? What can we do when we feel disappointed? What is resilience? Describe how it felt when you achieved your goal? Can I tell you what my dreams and goals were when I was your age? How can you use this feeling the next time you are stuck? Does Calm Me time help you when you are feeling stuck? How does Jigsaw Jaz help you learn?</p>
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## Vocabulary

Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.

## YEAR 5

### Healthy Me

#### Key Knowledge

- \*Know how different friendship groups are formed and how they fit into them
- \*Know which friends they value most
- \*Know that there are leaders and followers in groups
- \*Know that they can take on different roles according to the situation
- \*Know the facts about smoking and its effects on health
- \*Know some of the reasons some people start to smoke
- \*Know the facts about alcohol and its effects on health, particularly the liver
- \*Know some of the reasons some people drink alcohol
- \*Know ways to resist when people are putting pressure on them
- \*Know what they think is right and wrong

#### Social and emotional skills

- \*Can identify the feelings that they have about their friends and different friendship groups
- \*Recognise how different people and groups they interact with impact on them
- \*Identify which people they most want to be friends with
- \*Recognise negative feelings in peer pressure situations
- \*Can identify the feelings of anxiety and fear associated with peer pressure
- \*Can tap into their inner strength and know-how to be assertive

#### Key questions

Who are your friends? How do they make you feel? Which groups do you spend time with? How do you feel when you are with the different groups? Can you tell me about a time when you were the leader / follower in the group? How can smoking affect people's health? How can drinking affect people's health? What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? How can you build your inner strength? Does Calm me time help you feel stronger inside?

## Vocabulary

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

## YEAR 5

### Families and Relationships

#### Key Knowledge

- \*Know some reasons why people feel jealousy
- \*Know that jealousy can be damaging to relationships
- \*Know that loss is a normal part of relationships
- \*Know that negative feelings are a normal part of loss
- \*Know that memories can support us when we lose a special person or animal`
- \*Know that change is a natural part of relationships/ friendship
- \*Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

#### Social and emotional skills

- \*Can identify feelings and emotions that accompany jealousy
- \*Can suggest positive strategies for managing jealousy
- \*Can identify people who are special to them and express why
- \*Can identify the feelings and emotions that accompany loss
- \*Can suggest strategies for managing loss
- \*Can tell you about someone they no longer see
- \*Can suggest ways to manage relationship changes including how to negotiate

#### Key questions

Can you tell me about a time when you felt jealous? Did it affect how you behaved? Can we tell each other about the people we love? Do you miss seeing anyone? Who could we make a memory box for? Have you ever fallen out with any of your friends? What happened? How did you resolve it? Do you have any friends that you fall out with a lot? How does Jigsaw Jaz help you learn about friendships? Does Calm Me time help you stay calm?

#### Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

## YEAR 5

### Growing and changing (SRE)

#### Key Knowledge

- \*Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- \*Know that babies are made by a sperm joining with an ovum
- \*Know the names of the different internal and external body parts that are needed to make a baby
- \*Know how the female and male body change at puberty
- \*Know that personal hygiene is important during puberty and as an adult
- \*Know that change is a normal part of life and that some cannot be controlled and have to be accepted
- \*Know that change can bring about a range of different emotions

#### Social and emotional skills

- \*Can appreciate their own uniqueness and that of others
- \*Can express how they feel about having children when they are grown up
- \*Can express any concerns they have about puberty
- \*Can say who they can talk to about puberty if they are worried
- \*Can apply the circle of change model to themselves to have strategies for managing change
- \*Have strategies for managing the emotions relating to change

#### Key questions

Which of your characteristics did you get from your birth parents? Do you have any questions about the changes that happen to a girl when they grow up? Do you have any questions about how babies are made? How do you feel about the changes that will happen to you as you grow?

#### Vocabulary

Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexualintercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

## YEAR 6

### Being me in my world

#### Key Knowledge

- \*Know how to set goals for the year ahead
- \*Understand what fears and worries are
- \*Know about children's universal rights (United Nations Convention on the Rights of the Child)
- \*Know about the lives of children in other parts of the world
- \*Know that personal choices can affect others locally and globally
- \*Understand how democracy and having a voice benefits the school community
- \*Understand how to contribute towards the democratic process

Social and emotional skills	Key questions
<ul style="list-style-type: none"> <li>*Be able to make others feel welcomed and valued</li> <li>*Know own wants and needs</li> <li>*Be able to compare their life with the lives of those less fortunate</li> <li>*Demonstrate empathy and understanding towards others</li> <li>*Can demonstrate attributes of a positive role- model</li> <li>*Can take positive action to help others</li> <li>*Be able to contribute towards a group task</li> <li>*Know what effective group work is</li> <li>*Know how to regulate my emotions</li> </ul>	<p>How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Does your teacher use Pause Points? What happens with these? Why do you think they are helpful? What are some of your hopes and dreams? What are some of the Universal Rights that all children share across the world? What have you learnt about children's lives in other parts of the world? What do you think and feel about this? Are your wants and needs similar or different from other children in the world? Why do we have laws in this country? What is a role model? Can you think of some good examples?</p>
<b>Vocabulary</b>	
Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Empathise, Obstacles, Legal, Illegal, Lawful, Laws, Motivation.	

<b>YEAR 6</b>	
<b>Celebrating difference</b>	
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know that there are different perceptions of 'being normal' and where these might come from</li> <li>*Know that being different could affect someone's life</li> <li>*Know that power can play a part in a bullying or conflict situation</li> <li>*Know that people can hold power over others individually or in a group</li> <li>*Know why some people choose to bully others</li> <li>*Know that people with disabilities can lead amazing lives</li> <li>*Know that difference can be a source of celebration as well as conflict</li> </ul>
<b>Social and emotional skills</b>	<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Empathise with people who are different and be aware of my own feelings towards them</li> <li>*Identify feelings associated with being excluded</li> <li>*Be able to recognise when someone is exerting power negatively in a relationship</li> <li>*Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>*Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> </ul>	<p>What is prejudice and discrimination, can you give an example? Why is there an Equality Act in the UK? Who does it protect and why? What role does power play in a bullying situation? Who has the power and why? Why do some people choose to bully? Can difference be a source of celebration? Can you give an example? Does having Pause Points during lessons help you concentrate? How does being able to do Calm me time help you regulate your emotions?</p>

<ul style="list-style-type: none"> <li>*Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>*Appreciate people for who they are</li> <li>*Show empathy</li> </ul>	
<b>Vocabulary</b>	
<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.</p>	

<b>YEAR 6</b>	
<b>Dreams and Goals</b>	
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know what the learning steps are they need to take to achieve their goal</li> <li>*Know a variety of problems that the world is facing</li> <li>*Know how to work with other people to make the world a better place</li> <li>*Know some ways in which they could work with others to make the world a better place</li> <li>*Know what their classmates like and admire about them</li> </ul>
<b>Social and emotional skills</b>	<b>Key questions</b>
<ul style="list-style-type: none"> <li>*Set success criteria so that they know when they have achieved their goal</li> <li>*Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>*Empathise with people who are suffering or living in difficult situations</li> <li>*Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>	<p>What problems in the world are you worried about? Is there anything we can do to help? What do you think your classmates admire and like about you? What do you think your family admire and like about you? What do you admire about other people? Do you have any role models? Does calm Me time help you regulate your emotions?</p>
<b>Vocabulary</b>	
<p>Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>	

## YEAR 6

### Healthy Me

#### Key Knowledge

- \*Know how to take responsibility for their own health
- \*Know how to make choices that benefit their own health and well-being
- \*Know about different types of drugs and their uses
- \*Know how these different types of drugs can affect people's bodies, especially their liver and heart
- \*Know that some people can be exploited and made to do things that are against the law
- \*Know why some people join gangs and the risk that this can involve
- \*Know what it means to be emotionally well
- \*Know that stress can be triggered by a range of things
- \*Know that being stressed can cause drug and alcohol misuse

#### Social and emotional skills

- \*Are motivated to care for their own physical and emotional health
- \*Are motivated to find ways to be happy and cope with life's situations without using drugs
- \*Identify ways that someone who is being exploited could help themselves
- \*Suggest strategies someone could use to avoid being pressured
- \*Recognise that people have different attitudes towards mental health / illness
- \*Can use different strategies to manage stress and pressure

#### Key questions

What can you do to keep yourself physically / mentally well? What types of drugs do you know about? What makes you feel stressed? What helps you when you feel stressed? Can we share a Calm me time together? Does Calm Me time help you stay calm and manage stress? Can you recognise when anyone in our family is stressed? What can you do if someone is putting pressure on you? Does Jigsaw Jerrie Cat factor in your lessons?

#### Vocabulary

Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

## YEAR 6

### Families and Relationships

#### Key Knowledge

- \*Know that it is important to take care of their own mental health
- \*Know ways that they can take care of their own mental health
- \*Know the stages of grief and that there are different types of loss that cause people to grieve

	<ul style="list-style-type: none"> <li>*Know that sometimes people can try to gain power or control them</li> <li>*Know some of the dangers of being 'online'</li> <li>*Know how to use technology safely and positively to communicate with their friends and family</li> </ul>	
<b>Social and emotional skills</b>	<b>Key questions</b>	
<ul style="list-style-type: none"> <li>*Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>*Can help themselves and others when worried about a mental health problem</li> <li>*Recognise when they are feeling grief and have strategies to manage them</li> <li>*Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>*Can resist pressure to do something online that might hurt themselves or others</li> <li>*Can take responsibility for their own safety and well-being</li> </ul>	<p>What is mindfulness? What tips can you give me for taking care of my own mental health? What is the grief cycle? Do you have any tips for dealing with grief? Who do you talk to online? What would you do if they said something that you didn't like? How do you know if a website is genuine?</p>	
<b>Vocabulary</b>		
<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>		

<b>YEAR 6</b>		
<b>Growing and changing (SRE)</b>		
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>*Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>*Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>*Know how being physically attracted to someone changes the nature of the relationship</li> <li>*Know the importance of self-esteem and what they can do to develop it</li> <li>*Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	
<b>Social and emotional skills</b>	<b>Key questions</b>	
<ul style="list-style-type: none"> <li>*Recognise ways they can develop their own self-esteem</li> <li>*Can express how they feel about the changes that will happen to them during puberty</li> <li>*Recognise how they feel when they reflect on the development and birth of a baby</li> <li>*Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that</li> </ul>	<p>Can we talk about the changes that will happen to your body over the next few years? How do you feel about these changes? What does mutual respect mean? Why is that important in a relationship? What are you excited about in secondary School? What are you worried about in secondary school? What can we do with</p>	

they shouldn't feel pressured into doing something that they don't want to  
\*Can celebrate what they like about their own and others' self- image and body-image  
\*Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

these worries?

### Vocabulary

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .

# Computing

## Intent of the computing curriculum

Stick	Link	Build	Use
Engaging lessons with exciting resources that are used often	How computing impacts and shapes the lives we live	Knowledge of the disciplines of computing & progression of computing skills	Transfer of skills/ knowledge to enhance outcomes in other curriculum areas

At TLA we recognise and embrace the significant role that technology plays in society today. Our children are taught the skills and the correct morals, values and ethics to participate effectively and safely in this digital world which can only be achieved through a broad and diverse Computing curriculum. At the core of our Computing curriculum children are introduced to a wide range of technology, including Chromebooks, iPads and interactive whiteboards, allowing them to continually practise and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology.

Our Computing curriculum enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation;
- Analyse problems in computational term and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology analytically to solve problems;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

At TLA School we take internet safety extremely seriously. We have an Internet Policy that provides guidance for teachers and children about how to use the internet safely. All children participate in termly online-safety lessons so that children understand how to stay safe online and report any concern they may have when using technology.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> (story based approach)	Chicken Clicking	Jessie and Friends: Watching videos		Smartie the Penguin	Three Monsters and the School Competition	Zap and Zoom: Being safe on the internet
<b>Year 1</b>	<b>Digital Citizenship</b> -Safety in my online neighbourhood  How to log in and use the cursor	<b>Digital Citizenship</b> -Pause for people  Maze explorers: Understanding direction keys and basic algorithms (bee-bots)	<b>Digital Citizenship</b> -Sharing pictures online  Animated story books: Using animation, sounds and copy and paste	<b>Digital Citizenship</b> -Media balance  Coding: Backgrounds and objects	<b>Digital Citizenship</b> -Keeping things private  Coding: Planning and making a computer programme	
<b>Year 2</b>	<b>Digital Citizenship</b> -Internet traffic lights;how to stay safe visiting a website  Coding: Understanding algorithms Different objects, buttons and debugging	<b>Digital citizenship</b> -Pause and think online  Exploring Scratch	<b>Digital citizenship</b> -How technology makes us feel  Understanding the Internet and effective searching	<b>Digital citizenship</b> -Jessie and Friends; playing games online  Questioning, data, identification	<b>Digital citizenship</b> -Asking for help online  Presenting Ideas	<b>Digital citizenship</b> -Stranger danger online
<b>Year 3</b>	<b>Digital citizenship</b> -Powerful passwords  Using flowcharts, timers and repeat commands	<b>Digital citizenship</b> -Who is in your online community  Coding, testing, designing, making and debugging	<b>Digital citizenship</b> -Digital trails  Using email safely	<b>Digital citizenship</b> -Having device free moments  Presenting (with google slides)	<b>Digital citizenship</b> -Putting a stop to online meanness	<b>Digital citizenship</b> -Our digital citizenship online pledge
<b>Year 4</b>	<b>Digital citizenship</b> -Rings of responsibilities  Investigating Inputs; Programming input devices in scratch	<b>Digital citizenship</b> -Password power-up  Animated decomposition; using sequence in programmes	<b>Digital citizenship</b> -This is me; online identity  Spreadsheets	<b>Digital citizenship</b> -The Power of Words  Viking Raid animation; using sequencing in programming	<b>Digital citizenship</b> -My Media choices  Hardware investigators	<b>Digital citizenship</b> -Play, Like, Share
<b>Year 5</b>	<b>Digital citizenship</b> -Private and personal information  Variables and selection in gaming	<b>Digital citizenship</b> -Our online tracks  Writing and explaining algorithms containing variables	<b>Digital citizenship</b> -Keeping games fun and friendly  Making a game; designing, writing and debugging a program	<b>Digital citizenship</b> -How to be a super digital citizen  Word processing (google docs)	<b>Digital citizenship</b> -A creator's rights and responsibilities  3D modelling	<b>Digital citizenship</b> -Play, Like, Share; investigating behaviours online
<b>Year 6</b>	<b>Digital citizenship</b> -Finding my media balance  Making a game; designing, writing and debugging a program	<b>Digital citizenship</b> -You won't believe this; how to avoid clickbaiting  Making a game; designing, writing and debugging a program	<b>Digital citizenship</b> -Beyond gender stereotypes  Learning the internet: what, when, how	<b>Digital citizenship</b> -Digital friendships; how you stay safe in online friendships  Spreadsheets using google	<b>Digital citizenship</b> -What is cyberbullying?  Blogging	<b>Digital citizenship</b> -Reading news online; what are the important parts of an online news article?

# Becoming digital citizens – long term plans

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> (story based approach)	Children learn about being online alongside the different feelings that can be experienced online. They learn about the need to be kind online and who to go to if they are worried or need help.					
<b>Year 1</b>	<p><b>Digital Citizenship</b> -Safety in my online neighbourhood</p> <p><u>Chn learn:</u> - that the internet can be used to visit faraway places and learn new things. -to compare how staying safe online is similar to staying safe in the real world. -to explain rules for travelling safely on the internet.</p>	<p><b>Digital Citizenship</b> -Pause for people</p> <p><u>Chn learn:</u> -why it's important to be aware and respectful of people while using devices. - the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions.</p>	<p><b>Digital Citizenship</b> -Sharing pictures online</p> <p><u>Chn learn:</u> -that photos can be shared Online - the importance of seeking permission before sharing a photo -how to identify and approach adults who can help.</p>	<p><b>Digital Citizenship</b> -Media balance</p> <p><u>Chn learn:</u> -to know when and why to take breaks from device time. -to Consider the feelings of people around them, even when engaged in fun online activities.</p>	<p><b>Digital Citizenship</b> -Keeping things private</p> <p><u>Chn learn:</u> -to recognise the kind of information that is private. -that they should never give out private information on the Internet. - to create effective usernames that protect their private information.</p>	
<b>Year 2</b>	<p><b>Digital Citizenship</b> -Internet traffic lights;how to stay safe visiting a website</p> <p><u>Chn learn:</u> - that being safe online is similar to staying safe in real life. -to identify websites and apps that are "just right" and "not right" for them. -how to get help from an adult if they are unsure about a website.</p>	<p><b>Digital citizenship</b> -Pause and think online</p> <p><u>Chn learn:</u> - the importance of being safe, responsible, and respectful online. -the "Pause &amp; Think Online" song to remember basic digital citizenship concepts.</p>	<p><b>Digital citizenship</b> -How technology makes us feel</p> <p><u>Chn learn:</u> -to recognise the different kinds of feelings they can have when using technology. - what to do when they don't have a good feeling when using technology.</p>	<p><b>Digital citizenship</b> -Jessie and Friends; playing games online</p> <p><u>Chn learn:</u> -to analyse online behaviours that could be considered cyberbullying. -to explain how to deal with a cyberbullying situation. -to recognise the importance of engaging a trusted adult when they experience cyberbullying.</p>	<p><b>Digital citizenship</b> -Asking for help online</p> <p><u>Chn learn:</u> -the function of keywords and keyword searches. -a step-by-step procedure for selecting suitable keywords. -to apply their chosen keywords to find the information they are looking for on the Internet.</p>	<p><b>Digital citizenship</b> -Stranger danger online</p> <p><u>Chn learn:</u> -that people online may try to manipulate others and how this can make someone feel -how to identify and approach adults who can help.</p>

<p><b>Year 3</b></p>	<p><b>Digital citizenship</b> -Powerful passwords</p> <p><u>Chn learn:</u> -the functions of passwords. -to identify strategies for creating and protecting secure passwords. -how to create their own secure passwords using the lesson guidelines.</p>	<p><b>Digital citizenship</b> -Who is in your online community</p> <p><u>Chn learn:</u> -to compare and contrast how they are connected to different people and places, in person and on the internet -to demonstrate an understanding of how people can connect on the internet</p>	<p><b>Digital citizenship</b> -Digital trails</p> <p><u>Chn learn:</u> -that the information they share online leaves a digital footprint or "trail" - what information is OK to be shared online</p>	<p><b>Digital citizenship</b> -Having device free moments</p> <p><u>Chn learn:</u> -to recognise the ways in which digital devices can be distracting. -to identify how they feel when others are distracted by their devices. -to identify ideal device-free moments for themselves and others.</p>	<p><b>Digital citizenship</b> -Putting a stop to online meanness</p> <p><u>Chn learn:</u> -what online meanness can look like and how it can make people feel -to identify ways to respond to mean words online, using S-T-O-P</p>	<p><b>Digital citizenship</b> -Our digital citizenship online pledge</p> <p><u>Chn learn:</u> -what a community is, both in person and online. -to explain how having norms helps people in a community achieve their goals. -to cCreate and pledge to adhere to shared norms for being in an online community.</p>
<p><b>Year 4</b></p>	<p><b>Digital citizenship</b> -Rings of responsibilities</p> <p><u>Chn learn:</u> -to examine both in-person and online responsibilities. -to describe the Rings of Responsibility as a way to think about how our behaviour affects ourselves and others. -to identify examples of online responsibilities to others.</p>	<p><b>Digital citizenship</b> -Password power-up</p> <p><u>Chn learn:</u> -to define the term "password" and describe a password's purpose. -why a strong password is important. -to create a memorable and strong password.</p>	<p><b>Digital citizenship</b> -This is me; online identity</p> <p><u>Chn learn:</u> - how posting selfies or other images will lead others to make assumptions about them. -to reflect on the most important parts of their unique identity. -to identify ways they can post online to best reflect who they are.</p>	<p><b>Digital citizenship</b> -The Power of Words</p> <p><u>Chn learn:</u> - that it's important to think about the words we use, because everyone interprets things differently. -to identify ways to respond to mean words online, using S-T-O-P. -what kinds of statements are OK to say online and which are not.</p>	<p><b>Digital citizenship</b> -My Media choices</p> <p><u>Chn learn:</u> -the "What? When? How Much?" framework for describing their media choices. -how to use this framework and their emotional responses to evaluate how healthy different types of media choices are. -to develop their own definition of a healthy media balance.</p>	<p><b>Digital citizenship</b> -Play, Like, Share</p> <p><u>Chn learn:</u> -to identify and explain some risks in sharing videos publicly -what privacy settings are used for and how they can help -to recognise when something encountered online 'doesn't feel right' -to identify and resist pressurising and manipulative behaviour - examples of how a child's online actions can affect others</p>
<p><b>Year 5</b></p>	<p><b>Digital citizenship</b> -Private and personal information</p> <p><u>Chn learn:</u></p>	<p><b>Digital citizenship</b> -Our online tracks</p> <p><u>Chn learn:</u></p>	<p><b>Digital citizenship</b> -Keeping games fun and friendly</p> <p><u>Chn learn:</u></p>	<p><b>Digital citizenship</b> -How to be a super digital citizen</p> <p><u>Chn learn:</u></p>	<p><b>Digital citizenship</b> -A creator's rights and responsibilities</p> <p><u>Chn learn:</u></p>	<p><b>Digital citizenship</b> -Play, Like, Share; investigating behaviours online</p>

	<ul style="list-style-type: none"> <li>-the reasons why people share information about themselves online.</li> <li>-the difference between private and personal information.</li> <li>-why it is risky to share private information online.</li> </ul>	<ul style="list-style-type: none"> <li>-the term "digital footprint" and how to identify the online activities that contribute to it.</li> <li>-to identify ways they are -- and are not -- in control of their digital footprint.</li> <li>-what responsibilities they have for the digital footprints of themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>-to define "social interaction" and give an example.</li> <li>-to describe the positives and negatives of social interaction in online games.</li> <li>-to create an online video game cover that includes guidelines for positive social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>-to reflect on the characteristics that make someone an upstanding digital citizen.</li> <li>-to recognise what cyberbullying is.</li> <li>-ways to be an upstander by creating a digital citizenship superhero comic strip.</li> </ul>	<ul style="list-style-type: none"> <li>-to define "copyright" and explain how it applies to creative work.</li> <li>-to describe their rights and responsibilities as creators.</li> <li>-to apply copyright principles to real-life scenarios.</li> </ul>	<p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>-examples of content which may be appropriate or inappropriate to share online</li> <li>-the possible consequences of sharing without consent</li> <li>-to identify appropriate people to turn to for help</li> </ul>
<b>Year 6</b>	<p><b>Digital citizenship</b> -Finding my media balance</p> <p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>-to reflect on how balanced they are in their daily lives.</li> <li>-to consider what "media balance" means, and how it applies to them.</li> <li>-to create a personalised plan for healthy and balanced media use.</li> </ul>	<p><b>Digital citizenship</b> -You won't believe this; how to avoid clickbaiting</p> <p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>-to define "the curiosity gap."</li> <li>-to explain how clickbait uses the curiosity gap to get your attention.</li> <li>-strategies for avoiding clickbait.</li> </ul>	<p><b>Digital citizenship</b> -Beyond gender stereotypes</p> <p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>-to define "gender stereotype" and describe how they can be present online.</li> <li>-to describe how gender stereotypes can lead to unfairness or bias.</li> <li>-to create an avatar and a poem that show how gender stereotypes impact who they are.</li> </ul>	<p><b>Digital citizenship</b> -Digital friendships; how you stay safe in online friendships</p> <p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>-to compare and contrast different kinds of online-only friendships.</li> <li>-the benefits and risks of online-only friendships.</li> <li>-how to respond to an online-only friend if the friend asks something that makes them uncomfortable.</li> </ul>	<p><b>Digital citizenship</b> -What is cyberbullying?</p> <p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>-to recognise similarities and differences between in-person bullying, cyberbullying, and being mean.</li> <li>-to empathise with the targets of cyberbullying.</li> <li>- strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.</li> </ul>	<p><b>Digital citizenship</b> -Reading news online; what are the important parts of an online news article?</p> <p><u>Chn learn:</u></p> <ul style="list-style-type: none"> <li>- the purposes of different parts of an online news page.</li> <li>-to identify the parts and structure of an online news article.</li> <li>-about things to watch out for when reading online news pages, such as sponsored content and advertisements.</li> </ul>

# Computing Year 1

## Prior Learning

In reception, children will have learnt through stories about what a computer is, and what sorts of things can be done online. They will also explore what to do if they feel that they may need help when using a tablet or computer.

Term	Key learning	Key questions	Key vocab
<b>Autumn 1</b>  How to log in and use the cursor	<ul style="list-style-type: none"> <li>-To turn the computer on and off</li> <li>-To know how to log on and log off</li> <li>-To use the cursor to select/click on screen</li> <li>-To use the QR code to log in</li> </ul>	How do we turn the computer on and off? How can you sign in? What do you need to sign in?	Turn on, turn off, cursor, click, log in, log off, username, QR code, keyboard, screen, trackpad, mouse
<b>Autumn 2</b>  Maze Explorers; understanding direction keys and basic algorithms	<ul style="list-style-type: none"> <li>-To understand the functionality of the direction keys.</li> <li>-To understand how to create and debug a set of instructions (algorithm).</li> <li>-To use the additional direction keys as part of an algorithm.</li> <li>-To understand how to change and extend the algorithm list.</li> <li>-To create a longer algorithm for an activity.</li> <li>-To set challenges for peers.</li> <li>-To access peer challenges set by the teacher as 2Gos.</li> </ul>	What is a 2Go? How can I undo a mistake on 2Go? How can you open or close a file? How can you rewind an instruction? Can you control the direction the object moves?	Algorithm, direction, route, challenge, instruction, undo, command, left and right, unit
<b>Spring 1</b>  Animated story books: Using animation, sounds and copy and paste	<ul style="list-style-type: none"> <li>-To introduce e-books and the 2Create a Story tool.</li> <li>-To add animation to a story.</li> <li>-To add sound to a story, including voice recording and music the children have composed.</li> <li>-To work on a more complex story, including adding backgrounds and copying and pasting pages.</li> <li>-To share e-books on a class display board.</li> </ul>	What is 2Create a Story? What is an animated Story? How can I make my story better? How do you copy and paste? How can you undo or redo the last action?	Animation, clip-art gallery, background, e-book, edit, font, sound, sound effect, text,
<b>Spring 2/Summer 1</b>	<ul style="list-style-type: none"> <li>-To understand what instructions are and predict what might happen when they are followed.</li> </ul>	What is coding? Why is it useful to design before coding?	Action, code, event, algorithm, command, execute, input,

<p><b>Coding: Backgrounds and objects</b></p> <p><b>Coding: Planning and making a computer programme</b></p>	<ul style="list-style-type: none"> <li>-To use code to make a computer program.</li> <li>-To understand what object and actions are.</li> <li>-To understand what an event is.</li> <li>-To use an event to control an object.</li> <li>-To begin to understand how code executes when a program is run.</li> <li>-To understand what backgrounds and objects are.</li> <li>-To plan and make a computer program.</li> </ul>	<p>How can you make characters move in a 2Code program?</p>	<p>debugging, background, instructions, properties, scene, object, run, sound, output, scale, when clicked</p>
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## Computing Year 2

### Prior Learning

In year 1, children will have learnt how to log on to a computer independently. They will have been introduced to direction keys and basic algorithms, including the term 'coding'. Children will begin to use coding to plan and make a computer program as well as the use of animation to create an e-book.

Term	Key learning	Key questions	Key vocab
<p><b>Autumn 1/ Autumn 2</b></p> <p><b>Coding: Understanding algorithms Different objects, buttons and debugging</b></p> <p><b>Exploring Scratch Jr</b></p>	<ul style="list-style-type: none"> <li>-To understand what an algorithm is.</li> <li>-To create a computer program using an algorithm.</li> <li>-To create a program using a given design.</li> <li>-To understand the collision detection event.</li> <li>-To understand that algorithms follow a sequence.</li> <li>-To design an algorithm that follows a timed sequence.</li> <li>-To understand that different objects have different properties.</li> <li>-To understand what different events do in code.</li> <li>-To understand the function of buttons in a program.</li> <li>-To understand and debug simple programs.</li> </ul>	<p>What is an algorithm? Why is it useful in coding? Why is it important to know there are different object types? If you are good at coding, you don't need to debug. Is this true?</p>	<p>Action, algorithm, background, bug, button, click events, collision detection, command, debugging, event, execute, implement, instructions, interval, object, output, properties, run</p>

<b>Spring 1</b>  Understanding the Internet and effective searching	<ul style="list-style-type: none"> <li>-To understand the terminology associated with searching.</li> <li>-To gain a better understanding of searching on the Internet.</li> <li>-To create a leaflet to help someone search for information on the Internet.</li> </ul>	How can I search the Internet?	Digital footprint, network, domain, search engine, web address, web page, web site, world wide web
<b>Spring 2</b>  Questioning, data, identification	<ul style="list-style-type: none"> <li>-To learn about data handling tools that can give more information than pictograms.</li> <li>-To use yes/no questions to separate information.</li> <li>-To construct a binary tree to identify items.</li> <li>-To use 2Question (a binary tree database) to answer questions.</li> <li>-To use a database to answer more complex search questions.</li> <li>-To use the Search tool to find information.</li> </ul>	How does a Pictogram show information? How is information organised in a binary tree? How can a database help organise information?	Binary tree, data, database, field, pictogram, record, question, search, sort
<b>Summer 1</b>  Presenting Ideas	<ul style="list-style-type: none"> <li>-To explore how a story can be presented in different ways.</li> <li>-To make a quiz about a story or class topic.</li> <li>-To make a fact file on a non-fiction topic.</li> <li>-To make a presentation to the class.</li> </ul>	What do we need to think about when planning a presentation? Why should I plan out my presentation?	E-book, fact file, fiction, mind map, node, non-fiction, presentation, quiz,

## Computing Year 3

### Prior Learning

In year 2, children will have learnt about different objects within coding and the term 'debugging', exploring coding within Scratch Jr. They will have learnt terminology associated with effective internet searching and how to use questioning when interpreting data and identification tools. Children will explore how they can present a story in different ways.

Term	Key learning	Key questions	Key vocab
<b>Autumn 1 and Autumn 2</b>	<ul style="list-style-type: none"> <li>-To understand what a flowchart is and how flowcharts are used in computer programming</li> <li>-To understand that there are different types of timers and select the right type for</li> </ul>	Why is it useful to use a flowchart to design a computer program? What does repeat mean in computer	Action, alert, algorithm, background, bug, button, click event, code, command, collision

<p>Using flowcharts, timers and repeat commands</p> <p>Coding, testing, designing, making and debugging</p>	<p>purpose</p> <ul style="list-style-type: none"> <li>-To understand how to use the repeat command</li> <li>-To understand the importance of nesting</li> <li>-To design and create an interactive scene.</li> <li>-To explore scratch independently</li> <li>-To know what 'tinkering' is</li> </ul>	<p>programming?</p> <p>What is the difference between 'timer after' and 'timer every'?</p> <p>How do you use a repeat block?</p> <p>How do you use a timer block?</p> <p>Can you save your work?</p> <p>What does 'tinkering' mean?</p>	<p>detection event, debug, debugging, event, nesting, flowchart, implement, input, interval, object, predict, run, repeat, scene, sequence, test, timer,</p>
<p><b>Spring 1</b></p> <p>Using email safely</p>	<ul style="list-style-type: none"> <li>-To think about different methods of communication.</li> <li>-To open and respond to an email using an address book.</li> <li>-To learn how to use email safely.</li> <li>-To add an attachment to an email.</li> <li>-To explore a simulated email scenario.</li> </ul>	<p>What is email?</p> <p>What should I do if I receive an email that makes me upset or scared?</p> <p>What information can I send in an email?</p> <p>How do you send an email with an attachment?</p> <p>How can you let someone email without the receiver knowing?</p>	<p>Address book, CC, attachment, BCC, communication, compose, email, inbox, password, personal information, save to draft, trusted contact</p>
<p><b>Spring 2</b></p> <p>Presenting (with google slides)</p>	<ul style="list-style-type: none"> <li>-To understand the purpose of the Slides tool.</li> <li>- To add slides to presentations.</li> <li>-To add media to presentations.</li> <li>-To format text appropriately.</li> <li>-To add shapes and lines to enhance a presentation.</li> <li>-To use the skills learnt to design and create an engaging presentation</li> </ul>	<p>What is a presentation program used for?</p> <p>What features can you use to make a presentation more engaging?</p> <p>How do you add a transition to a presentation?</p>	<p>Animation, border properties, font format, layer, media, presentation, slide, slideshow, text box, transition, word art</p>

# Computing Year 4

## Prior Learning

In year 3, children will have delved deeper into coding, using flowcharts, timers and repeat commands. They will know how to explore Scratch Jr independently. Children will have been introduced to email and shown how to make a presentation using google slides.

Term	Key learning	Key questions	Key vocab
<p><b>Autumn 1 and Autumn 2</b></p> <p>Investigating Inputs; Programming input devices in scratch</p> <p>Animated decomposition; using sequence in programmes</p>	<p>To begin to understand selection in computer programming.</p> <ul style="list-style-type: none"> <li>-To understand how an IF statement works.</li> <li>-To understand how to use coordinates in computer programming.</li> <li>-To understand the 'repeat until' command.</li> <li>-To understand how an IF/ELSE statement works.</li> <li>-To understand what a variable is in programming.</li> <li>-To use a number variable.</li> <li>-To create a playable game.</li> </ul>	<p>Can you explain the stages of the design, code, test, debug coding process?</p> <p>What does selection mean in coding?</p> <p>How can variables and if/else statements be useful when coding programs with selection?</p>	<p>Action, alert, algorithm, background, button, code blocks, command, debugging, design, execute, event, flowchart, 'IF' statement, input, nest, object, prompt, implement, predict, repeat, run, properties, timer, selection, sequence, variable</p>
<p><b>Spring 1</b></p> <p>Spreadsheets</p>	<ul style="list-style-type: none"> <li>-To format cells as currency, percentage, decimal to different decimal places or fraction.</li> <li>-To use the formula wizard to calculate averages.</li> <li>-To combine tools to make spreadsheet activities such as timed times tables tests. -To use a spreadsheet to model a real life situation.</li> <li>-To add a formula to a cell to automatically make a calculation in that cell.</li> </ul>	<p>How would you add a formula so that the cell shows the percentage score for a test?</p> <p>Can you give an example of the data that could be best represented by a line graph?</p> <p>Explain what a spreadsheet model of a real-life situation is and what it can be used for?</p>	<p>Average, column, spreadsheet, formula, budget, chart, data, decimal place, equals tool, format cell, percentage, formula wizard, timer, line graph, row, spin tool, random number tool,</p>
<p><b>Spring 2</b></p>	<p>-To discuss what makes a good animated film or cartoon.</p>	<p>What is an animation?</p>	<p>Animation, onion skinning, pause,</p>

<b>Viking Raid animation; using sequencing and stop motion animation</b>	<ul style="list-style-type: none"> <li>-To learn how animations are created by hand.</li> <li>-To find out how animation can be created in a similar way using the computer.</li> <li>-To learn about onion skinning in animation.</li> <li>-To add backgrounds and sounds to animations.</li> <li>-To be introduced to 'stop motion' animation.</li> <li>-To share animation on the class display board and by blogging.</li> </ul>	<p>What is meant by onion skinning? What is meant by stop motion animation?</p>	<p>FPS (frames per second), pause, stop motion</p>
<b>Summer 1</b>  Hardware investigators	<ul style="list-style-type: none"> <li>-To understand the different parts that make up a computer.</li> <li>- To recall the different parts that make up a computer.</li> </ul>	<p>What is the difference between hardware and software? Can you name pieces of hardware?</p>	<p>Components, CPU, graphics card, hard drive, input, motherboard, network card, output, peripherals, RAM, software,</p>

## Computing Year 5

### Prior Learning

In year 4, children will have learnt about selection in computer programming, investigating inputs, variables and sequences within coding/gaming. They will have been introduced to spreadsheets within google and taught about the hardware associated with computers. Children will have delved deeper into animation, using sequencing and stop motion.

Term	Key learning	Key questions	Key vocab
<b>Autumn 1 and Autumn 2</b>  Variables and selection in gaming  Writing and explaining algorithms containing variables	<ul style="list-style-type: none"> <li>-To begin to simplify code.</li> <li>-To create a playable game.</li> <li>-To understand what a simulation is.</li> <li>-To know what decomposition and abstraction are in computer science.</li> <li>-To take a real-life situation, decompose it and think about the level of abstraction.</li> <li>-To understand how to use friction in code.</li> <li>-To begin to understand what a function is and how functions work in code.</li> <li>-To understand what the different variables types are and how they are used differently.</li> <li>-To understand how to create a string.</li> <li>-To understand what concatenation is and how it works.</li> </ul>	<p>What does simulating a physical system mean? How would you use variables to make a timer countdown and a scorepad for a game? What do the terms decomposition and abstraction mean? Use examples to explain them.</p>	<p>Abstraction, algorithm, action, concatenation, debugging, decomposition, efficient, flow chart, event, function, input, object, output, nesting, repeat, properties, physical system, sequence, selection, simplify, timer, variable,</p>

<p><b>Spring 1</b></p> <p>Making a game; designing, writing and debugging a program</p>	<ul style="list-style-type: none"> <li>-To plan a game.</li> <li>-To design and create the game environment.</li> <li>-To design and create the game quest.</li> <li>-To finish and share the game.</li> <li>-To self and peer evaluate.</li> </ul>	<p>What is the 2DIY3D tool on Purple Mash?            What makes a good computer game?            Why is it important to continually evaluate your game?</p>	<p>Animation, image, texture, computer game, instructions, perspective, customise, interactive, evaluation, screenshot, playability</p>

<p><b>Spring 2</b></p> <p>Word processing (google docs)</p>	<ul style="list-style-type: none"> <li>-To know what a word processing tool is for.</li> <li>-To add and edit images to a word document.</li> <li>-To know how to use word wrap with images and text</li> <li>-To change the look of text within a document.</li> <li>-To add features to a document to enhance its look and usability.</li> <li>-To use the sharing capabilities in Google Docs.</li> <li>-To use tables within to present information.</li> <li>-To introduce children to templates.</li> </ul>	<p>What is a word processing tool used for?            What features can you use to make a document more readable?            How do you successfully add an image to a document?</p>	<p>Bulleted lists, caps lock, captions, copy and paste, copyright, creative commons, cursor, document, font, hyperlink, merge cells, formatting, word processing tool, text wrapping, readability, word art,</p>

<p><b>Summer 1</b></p> <p>3D modelling</p>	<ul style="list-style-type: none"> <li>-To be introduced to 2Design and Make and the skills of computer aided design.</li> <li>-To explore the effect of moving points when designing.</li> <li>-To design a 3D Model to fit certain criteria.</li> <li>-To refine and print a model.</li> </ul>	<p>What are the different view of an object available in 2Design and Make?            How can the objects designed in 2Design and Make be turned into 3D objects?            How is CAD software used in industry? Give some examples.</p>	<p>2D, 3D, 3D printing, CAD, design brief, pattern fill, points, net, template,</p>

# Computing Year 6

## Prior Learning

In year 5, children will have learnt to create a playable game, exploring decomposition and abstraction within coding. They will have learnt about simulation as well as writing and debugging a program. Children will have learnt how to use word processing within google docs and will have been introduced to 3D modelling within industry using CAD.

Term	Key learning	Key questions	Key vocab
<p><b>Autumn 1 and Autumn 2</b></p> <p>Making a game; designing, writing and debugging a program</p>	<ul style="list-style-type: none"> <li>-To design a playable game with a timer and a score.</li> <li>-To plan and use selection and variables.</li> <li>-To understand how the launch command works.</li> <li>-To use functions and understand why they are useful.</li> <li>-To understand how functions are created and called.</li> <li>-To use flowcharts to create and debug code.</li> <li>-To create a simulation of a room in which devices can be controlled.</li> <li>-To understand how user input can be used in a program.</li> </ul>	<p>How can you use tabs in coding?            What is a function in coding? Give an example            How can a program receive user input?</p>	<p>Action, algorithm, command, coordinates, events, decomposition, execute, run, debug, flowchart, function, object, input, launch command, output, procedure, properties, predict, repeat, sequence, selection, simulation, variable, repeat until,</p>
<p><b>Spring 1</b></p> <p>Learning the internet: what, when, how</p>	<ul style="list-style-type: none"> <li>-To learn about what the Internet consists of.</li> <li>-To find out what a LAN and a WAN are.</li> <li>-To find out how the Internet is accessed in school.</li> <li>-To research and find out about the age of the Internet.</li> <li>-To think about what the future might hold.</li> </ul>	<p>What is the difference between the Internet and the World Wide Web?            What is the difference between a LAN and a WAN?            Who is Tim Berners Lee?</p>	<p>Hub/switch, internet, local area network (LAN), network, router, WWW, wifi,</p>
<p><b>Spring 2</b></p> <p>Spreadsheets using google</p>	<ul style="list-style-type: none"> <li>-To know what a spreadsheet looks like.</li> <li>-To navigate and enter data into cells.</li> <li>- To introduce some basic data formulae for percentages, averages and max and min numbers.</li> <li>-To demonstrate how the use of spreadsheets can save time and effort when performing calculations.</li> <li>-To use a spreadsheet to model a situation.</li> </ul>	<p>What is a spreadsheet used for?            How do you carry out a multiplication calculation?            How does using the SUM function save time?</p>	<p>Autofit, cell, cell reference, chart, column, computational model, conditional formatting, data, delimiter, graph, formula/e, formula bar, horizontal axis, spreadsheet, range, row, vertical axis, text wrapping</p>

	<ul style="list-style-type: none"> <li>-To demonstrate how a spreadsheet can make complex data clear by manipulating the way it is presented.</li> <li>-To create a variety of graphs in sheets.</li> <li>-To apply spreadsheet skills to solving problems.</li> </ul>		
<b>Summer 1</b>  <b> Blogging</b>	<ul style="list-style-type: none"> <li>-To identify the purpose of writing a blog.</li> <li>-To identify the features of a successful blog.</li> <li>-To plan the theme and content for a blog.</li> <li>-To understand how to write a blog and a blog post.</li> <li>-To consider the effect upon the audience of changing the visual properties of the blog.</li> <li>-To understand how to contribute to an existing blog.</li> <li>-To understand how and why blog posts are approved by the teacher.</li> <li>-To understand the importance of commenting on blogs.</li> </ul>	<p>What is a blog?  What can a blog be about?  How are the audience involved in a blog?</p>	<p>Approval, archive, blog, blog post,  collaborate, vlog, commenting</p>

# Developing young linguists

## Intent of the MFL curriculum

Stick	Link	Build	Use
Regular recall of key vocabulary Meaningful context (native spanish speaker)	Links to geography curriculum through Oddizzi	Clear progression ensures children's learning is steadily built upon	Regular conversations with a native speaker Opportunities to develop links with spanish speaking communities (Oddizi)

At Trevithick Learning Academy it is our intention to build a primary languages curriculum which fosters pupil's curiosity about the wider world which builds on their cultural capital. Therefore we have a vigorous training programme in place which enables us to have links with a Spanish University so that their students can do their work placement in our setting. This allows for our pupils to be taught Spanish by a native speaker which makes the learning meaningful and stick. Here at TLA we feel that this is of the utmost importance when our pupils can have a very 'narrowed' view of the world. Having a native speaker enables pupils at TLA to broaden their horizons and encourages them to step beyond their familiar culture setting. Our intention is to plan alongside the Spanish student a carefully structured sequence of lessons which allows pupils to build on their knowledge and communicate in another language.

Spanish Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spring 2 (6 weeks)</b>	<b>Introduction to Spanish:</b>  Greeting in spanish Colour and numbers in spanish through songs and rhymes	<b>Introduction to Spanish:</b>  Greeting in spanish Colour and numbers in spanish through songs and rhymes Learning how to say your name	<b>Introduction to Spanish:</b>  Greeting in spanish Colour and numbers in spanish Learning how to say your name and ask what is your name	<b>Introduction to Spanish:</b>  Greeting in spanish Colour and numbers in spanish Learning how to say your name and ask what is your name	<b>Introduction to Spanish:</b>  Greeting in spanish Colour and numbers in spanish Learning how to say your name and ask what is your name Learning to say where you live	<b>Introduction to Spanish:</b>  Greeting in spanish Colour and numbers in spanish Learning how to say your name and ask what is your name Learning to say where you live

Spanish Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Summer (12 weeks)</b>	<p><b>Animals:</b></p> <p>Animals and pets Colour of animals and pets Numbers of animals and pets</p> <p>E.g. I have 2 brown dogs.</p>	<p><b>Family life:</b></p> <p>Family members Names of family members and how old they are. give full sentence answers to questions</p> <p>E.g. I have 1 brother. He is 4 years old.</p>	<p><b>Life at school:</b></p> <p>School subjects (likes and dislikes) Explain why they like or dislike subjects (exciting, fun, boring). Give full sentence answers to questions and give their opinion</p> <p>E.g. I like maths because it is fun. I don't like literacy because it is boring</p>	<p><b>Life at home:</b></p> <p>Routines at home, food for breakfast, lunch and dinner Explain what they like and dislike in full sentence answers and begin to ask questions</p> <p>E.g. I eat breakfast every morning. I like to eat toast.</p>	<p><b>Hobbies:</b></p> <p>Sports and activities outside of school (running, swimming, surfing, playstation, reading books etc) Explain why you like these activities and how they make them feel. Ask questions to their peers</p> <p>E.g. I like to go running because it keeps me fit. I like to play on the playstation because it is fun</p>	<p><b>Places to go:</b></p> <p>Trips and visits (museums, parks, restaurants) Why they like going certain places and how it makes them feel. Respond in full sentences and ask questions confidently to their peers</p> <p>E.g. On the weekend, I like to go to the park and see my friends. It makes me feel happy.</p>

Termly structure example:	Year 4 – Summer (Life at home) – 30 minute lessons
<b>Lesson 1</b>	Vocab - breakfast, dinner, lunch -flashcards, sorting activities, pairs
<b>Lesson 2</b>	Recap on vocab - breakfast, dinner, lunch and typical foods -flashcards and pairs
<b>Lesson 3</b>	Recap on vocab - breakfast, dinner, lunch and typical foods Sort foods into what they like and dislike
<b>Lesson 4</b>	Sentence stems - 'I like....I don't like' add food onto the end
<b>Lesson 5</b>	Sentence stems - 'I like.....I don't like' add food onto the end -tell their partner, walk around the room and tell each other

<b>Lesson 6</b>	Sentence stems - ' I eat breakfast in the morning. I eat dinner in the evening'
<b>Lesson 7</b>	Conversation practice - T to ask - when do you eat breakfast? When do you eat dinner? Children respond
<b>Lesson 8</b>	Question practice - what do you eat for breakfast? When do you eat breakfast/dinner? -children now practise asking the question
<b>Lesson 9</b>	Conversation practise - with teacher asking questions and pupils responding
<b>Lesson 10</b>	Conversation practise - pupils asking and responding to each other
<b>Lesson 11</b>	Conversation practise to consolidate - pupils asking and responding to each other
<b>Lesson 12</b>	Spanish Day (celebration of learning and spanish cooking)

# Design and Technology

## Intent of the DT curriculum

Stick	Link	Build	Use
Recall of key vocabulary and knowledge	Embedded in wider curriculum outcomes	Progression of knowledge and skills is mapped out	Application in the wider curriculum (eg. cooking sustainable fish meal in Y6 - coastal fishing project)

The design and technology curriculum at Trevithick encourages children to use their specific technical knowledge and imaginations, to design and make products that solve real and relevant problems and briefs within a variety of contexts. Projects aim to allow children to consider their own and others' needs, wants and values when designing their products. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. It intends to teach evaluative skills to ensure children are able to test products, reflect upon their ability to solve a problem or meet the brief. The curriculum intends to encourage children to become innovators and risk-takers when designing and making products.

## Implementation

Teaching principles	Teaching - progression (see below)
<ul style="list-style-type: none"> <li>• The design process is broken into small steps that guides children through technical vocabulary acquisition along the way</li> <li>• Projects are embedded in the wider curriculum to create purposeful DT projects</li> <li>• Teaching is sequenced logically to include the three phases of DESIGN, MAKE, EVALUATE</li> <li>• Technical vocabulary will be introduced and taught through repetition and recall</li> </ul> <p><a href="https://www.stem.org.uk/primary/resources/collections/design-technology">https://www.stem.org.uk/primary/resources/collections/design-technology</a></p>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Technical Knowledge</li> </ul>

Cooking and Nutrition



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Project</b>		<b>Food origins: soup making</b>	<b>Victorians: Roman spelt – Rich vs poor</b>				<b>Sustainability: Cornish fishing</b>
<b>Technical knowledge</b>	The children should be beginning to understand the importance of a healthy lifestyle.	Within this unit, the children should begin by recognising that some of our foods come from plants and some animals. They should also be able to recognise the different food groups and the concept of an eat well plate.	Within this unit, the children will explore that food is grown, reared or caught. They will explore the difference in tastes such as sweet, rich, savoury etc. As well as this, they will begin to identify different textures in food.	Throughout year 3, the children should be able to identify that our food comes from a range of places both local and abroad. As part of this, they can consider how to grow plants for cooking e.g. herbs They should be able to explain what is meant by a healthy lifestyle showing an understand that a healthy diet is all about balance - sweet foods, drinks, vegetables etc	Throughout year 4, the children should begin to explore the idea that foods can be fresh, pre-cooked or processed. As well as they, they should develop an understanding that some foods that we eat are spruced locally and others globally. Finally, the children should be able to recognise and explain the importance of food and drink in order for us to be healthy and active humans.	Throughout year 5, the children will continue to explore their understanding of different types of food and where it is sourced. They should start exploring the concept of seasonality and recognising that recipes are adapted depending on the availability of foods. This can then build on their understanding of the different substances in foods and drinks that are needed for a healthy lifestyle.	Within this unit, the children will be consolidating their understanding of where food is sourced. They will consider how food can be sourced locally and how recipes can be adapted to correlate with the available food choices. They will need to explore the processing methods for foods in order to keep the consumer safe.
<b>Design</b>	As part of the design process, the children should be able to use words to communicate their choices and ideas.	As part of the design process, the children should be able to explain what they want to make through pictures and words. Through conversations with adults and peers, they should also be able to create a list of the materials they require for their project.	As part of the design process, the children should compare existing products to help them generate their own ideas focussing on making a product interesting. They can then use either an oracy approach or illustrations to convey their ideas and decide on their next steps.  They should also be able to choose and justify the tools and materials they will need for their project.	As part of the design process, the children should conduct their own research and develop a criteria for their product. At this stage, they should be considering what makes a product appealing for the audience. They should be able to generate ideas and model these through sketches or diagrams in order to communicate their ideas.	As part of the design process, the children should be conducting research and refining their ideas in order to create a criteria fit for a specific group of individuals. They should be able to develop and model their ideas through discussions, diagrams and sketches - using ICT where appropriate.	As part of the design process, the children will carry out self directed research around a product to collate their ideas. They should use ICT where possible for this. They should be able to communicate their ideas through annotated sketches and diagrams whilst also creating simple prototypes.	As part of the design process, the children should be able to conduct independent research in order to create a product that is innovative and functional whilst also being appealing. They should consider what makes their product fit for purpose and demonstrate this through annotated sketches and exploded diagrams.
<b>Make</b>	Consider how to be hygienic when cooking. E.g. washing hands	Consider hygiene when cooking. They should also be using appropriate tools to cut, peel and grate.	Consider hygiene and focus on clean hands and clean spaces. The children should also be able to utilise cups or	Ensure the children have considered how to be hygienic when cooking, washing utensils, hands,	The children should consider how to be safe and hygienic.  They should be beginning to	The children must consider how to be safe and hygienic.  They should also be able to	The children must consider how to be safe and hygienic.  They should be able to cook from

	<p>They should be beginning to understand some ways we can prepare food such as cutting, stirring, mixing and blending</p>	<p>Children should be using cups and scales to weigh ingredients.</p>	<p>scales to measure ingredients accurately.</p>	<p>spaces etc.</p> <p>At this stage, the children should be introduced to a range of ways to prepare and cook for e.g using heat where safe</p> <p>They should also be developing their ability to prepare food e.g. chopping, slicing and grating as well as skills such as kneading and baking.</p>	<p>identify and use the necessary tools required for their project. Therefore, they should be developing confidence in techniques such as measuring, peeling, chopping, grating, mixing, spreading etc.</p>	<p>prepare a savoury dish that does not require the use of heat. They should confidently be able to use a range of skills to do this such as measuring, peeling, chopping, slicing, grating, mixing and spreading.</p>	<p>a recipe and be able to substitute ingredients where needed. Utilising the appropriate skills, they should be able to prepare a dish that uses heat if necessary.</p>
<p><b>Evaluate</b></p>	<p>Can they talk about what they have made?</p> <p>How do they react to their final product?</p>	<p>Can they talk about their final product and link it to what they were asked to create?</p> <p>Can they identify the materials used and whether they thought they were good or not?</p> <p>Can they begin to explore how they might change their project?</p>	<p>Can they recognise whether their final product turned out how they planned?</p> <p>Can they explain what they like and dislike about their work and begin to identify what they might change to improve it?</p>	<p>Are they starting to carry out evaluations throughout their project?</p> <p>Can they begin to make amendments and changes as challenges occur?</p> <p>Are they able to reflect on the final piece and decide if it turned out as they planned and identify any differences?</p>	<p>Can they discuss their likes and dislikes, giving justifications for their answers?</p> <p>Are they able to alter their design based on their own reflections and the evaluation of others?</p> <p>Have they been checking back in with the purpose of the task regularly?</p>	<p>Can they identify what is working well and what might need to be improved?</p> <p>Can they increasingly use testing to adapt and tweak their product?</p> <p>Are they able to assess how well their product works in relation to the design criteria and intended purpose?</p>	<p>How well do they test and evaluate their final piece?</p> <p>Can they discuss how different resources/ materials changed their outcome?</p> <p>Can they demonstrate that their product is fit for purpose?</p>



# Mechanisms



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project			<b>RNLI project: Moving vehicles</b>	<b>Pneumatic enormous crocodile</b>	<b>Sling shots</b>	<b>Designing a pop-up story using cams</b>	<b>Crane making: Pulleys</b>
Technical knowledge	The children should be beginning to understand that a mechanism is a moving part.	The children should be able to understand that a mechanism is the parts of an object that move together. They should begin to explore using mechanisms e.g. sliders and levers and understand that a slider mechanism moves an object from side to side.	The children should understand that wheels need to be round in order to rotate and move well. They should recognise that for a wheel to move it must be attached to a rotating axle which is attached to another axle on the vehicle itself.	The children should be beginning to understand how to use a range of different methods to create moving parts. They should be able to recognise how a pneumatic system works and how it can be used as part of a mechanism. They should observe that a pneumatic system works by drawing in and releasing air.	The children should be able to recognise that all moving things have kinetic energy e.g. the energy something has by being in motion. As well as this, they should understand that when moving, all objects encounter air resistance and that the shape of an object will cause the amount of resistance to change.	The children should have a good understanding that a mechanism causes an object to move. They should build on this by recognising that a mechanism can cause multiple objects to move. They should know that a cam is made up of three components, a cam, slider and follower. There are different types of cams for different movements.	The children will have a good knowledge of force from their science coverage over KS2. From this, they should develop an understanding that a pulley is a smooth mechanism where tension causes one object to move. They should also be able to combine the pulley system with their knowledge of levers for both vertical and horizontal movement.
Design	Using words and pictures, the children should be able to identify which parts they want moving.	Using images and conversation, the children should be able to design their project based on a simple criteria. Through conversations with adults and peers, they should also be able to create a list of the materials they require for their project.  As well as this, they should be able to explain how they are going to use a slider to control the movement.	As part of the design process, the children should compare existing products to help them generate their own ideas focussing on making a product purposeful.  They should be able to design a vehicle that includes wheels, axles, and axle holders along with a chassis.  They can then use either an oracy approach or illustrations to convey their ideas and clearly show movement.	As part of the design process, the children should conduct their own research and develop a criteria for their product. At this stage, they should be considering what part of their creature is going to be moving. They should be able to generate ideas and model these through sketches or diagrams in order to communicate their ideas.	As part of the design process, the children should be conducting research and refining their ideas in order to create a criteria. This criteria should include designing a product with minimal air resistance using nets for structure.  They should be able to develop and model their ideas through discussions, diagrams and sketches - using ICT where appropriate.	As part of the design process, the children will carry out self directed research around a product to collate their ideas. They should use ICT where possible for this. They should create a design that highlights the amount of moving components, the style of cam required and the other elements required for a successful mechanism.  They should be able to communicate their ideas through annotated sketches and diagrams whilst also creating simple prototypes.	As part of the design process, the children should be able to conduct independent research in order to create a product that is innovative and functional. They should clearly show the mechanisms in the product.  They should consider what makes their product fit for purpose and demonstrate this through annotated sketches and exploded diagrams. These should clearly show dimensions and annotations that link to the moving parts.
Make	Use simple techniques, with support, to create moving parts e.g. split pins	The children should be able to follow their design to create simple sliders that have bridges and guides made from cardboard to	When creating their project, the children should be able to adapt mechanisms when they are not working as they should be. They should also	As part of this project, the children will have to create a secure housing for the pneumatic system to go into. The children should be using	In order to create their product, the children must be developing their accuracy in cutting, marking and assembling. They should be	For this project, the children will need to make simple prototypes and a base frame in order to enable them to experiment. They will need	In order for this project to be successful, the children will need to ensure they are measuring accurately and addressing their design often. They should focus

		restrict the movement of the object.	do this to improve the functionality of their vehicle and to ensure they are meeting their design.	syringes or balloons to create a moving element in their work. Moreover, they should be creating different effects by cutting, creasing and folding their housing.	returning back to their design regularly in order to adapt or tweak it.	to regularly adapt the idea if the mechanisms aren't fit for purpose.	on their measurements and ensure they are cutting and joining their materials accurately.  They should adapt their design if needed and return to the drawing board if they have technical issues.
<b>Evaluate</b>	Can part of their project move freely without getting stuck?	Can their product move freely without getting stuck?  Can they address if/why their product may not be working and suggest ways to fix it?  Can they decide whether they think their product matches their design?	Are they able to test their wheel and axle system on different surfaces?  Can they recognise what is causing the wheel to not move if it stops turning?  Can they recognise whether their product meets the success criteria?	Can they test their product to help them identify any snags?  Are they able to modify the outcome and suggest improvements based on their own and others' feedback?	Can they effectively set up a fair test for their product?  Are they able to evaluate the speed of the final product and link this to its shape?  Can they reflect on the assembly of their work and identify whether this helped or hindered the outcome?	How well do they evaluate their own and others' work? Can they offer constructive advice and feedback that links to the overall product?  Are they able to describe and implement changes to their own work?  Can they reflect on what they would do differently next time and why?	Are they able to reference their initial design and compare and contrast it to their outcome?  Using technical vocabulary, can they identify where the strengths and weaknesses are with their design and final piece?  Are they able to communicate what they would change in the future?





# Construction



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project	<b>Bridge building</b>	<b>Space: Rocket building</b>	<b>Now and then: Building homes</b>	<b>Bridge building</b>	<b>Bridge building</b>	<b>Bridge building</b>	<b>Bridge building</b>
Technical knowledge	The children will begin to stack and create structures using junk modelling and blocks.	The children should be able to identify different materials used in construction and describe some of their characteristics. With this, they should then be able to explain which materials are stronger, stiffer and better for building a structure.	The children should be beginning to understand that different shapes give structure more support e.g. structures with flat, wide bases are more stable. They should be able to identify that the shape of a structure affects its strength. Moreover, they should understand the difference in meaning between strong, stiff and stable.	The children should be developing their understanding of how to make strong structures e.g. folding, stiff materials, wide & flat, using joints. As well as this, they should be exploring different ways to attach materials e.g. split pins	At this stage, the children should learn the difference between a freestanding structure and a supported structure. They should learn what a frame structure is and use this as the basis of their design.	The children have previously explored how to reinforce corners; however, at this stage, they should be introduced to multiple ways to reinforce a structure e.g. using triangles, layering, changing shapes and orientation. They should also begin to identify the properties of using wood for structures. As part of this, they will need a clear understanding on how to use tools, such as saws, safely.	The children should be able to apply their previous knowledge of structures and reinforcements to creating new structures. They should learn how to manipulate materials to reinforce a structure and change its shape. They should be considering the real world application of their structure and its purpose.
Design	Using words and pictures, the children should be able to identify which parts they want moving.	As part of the design process, the children should be able to explain what they want to make through pictures and words.  Through conversations with adults and peers, they should also be able to create a list of the materials they require for their project.	As part of the design process, the children should compare existing structures to help them generate their own ideas.  They should use their research to inform the shape, materials and style of their work. They can then use either an oracy approach or illustrations to convey their ideas and decide on their next steps.  They should also be able to choose and justify the tools and materials they will need for their project.	As part of the design process, the children should conduct their own research and develop a criteria for their structure. At this stage, they should be considering what 3D shapes are required for their structure.  They should be able to generate ideas and model these through sketches or diagrams in order to communicate their ideas.	As part of the design process, the children should be conducting research and refining their ideas in order to create a criteria. They should focus on a design that is freestanding and based around the idea of a frame.  They should be able to develop and model their ideas through discussions, diagrams and sketches - using ICT where appropriate.	As part of the design process, the children will carry out self directed research around structures to collate their ideas. They should focus on creating a design that is able to support weight.  They should use ICT where possible for this. They should be able to communicate their ideas through annotated sketches and diagrams whilst also creating simple prototypes.	As part of the design process, the children should be able to conduct independent research in order to create a structure that is innovative and functional whilst also being appealing. They should be incorporating a range of different structure types whilst giving careful consideration to how the structure is going to be used.  They should consider what makes their product fit for purpose and demonstrate this through annotated sketches and exploded diagrams.
Make	The children should be creating simple structures.	The children should be creating stable structures	The children should be creating a structure that	The children will need to create a range of 3D nets	The children will need to focus on their measuring	The children should be creating a range of bridge	The children should create their design using previously tried and

	They are likely to adapt and change their structure often.	from materials such as card, tape and glue. They should be developing their skills of turning 2D nets into 3D structures. They should be beginning to cut and fold to support their structure.	clearly links to the design criteria. They should be creating joints and structures from paper and card and attaching these with tape and glue. They should continue to use folding as a technique to develop stiffness.	and shapes. They will have to focus on their design and regularly evaluate the stability of their work. They should also be incorporating additional features that meet the design criteria.	and cutting/ sawing skills in order to create a strong structure. They should be working on reinforcing weak areas such as corners.  They will need to develop resilience and work on adapting and altering their design and not giving up if it is not going to plan.	shapes and styles focussing on using triangles and card corners for reinforcement. They can use a range of materials including wood to create their design. Everyone should be focussing on the importance of using saws safely.	new designs. They should be focusing on accurate marking, measuring and cutting. As they progress, they should be applying a range of techniques to reinforce their structures.
<b>Evaluate</b>	Can they make their structure higher?  Can they fix their structure if it falls?	Are they able to evaluate the stability of their product?  Can they recognise which parts of their structure may be supporting/ impacting its stability?	Are the children able to compare the stability of different shapes?  Can they test the strength of their own structure and suggest improvements if necessary?  Can they identify the weakest part of their structure?	Are they able to look at their original design and compare and contrast their outcome?  Can they recognise where their work may not be stable and why?	Can the children reflect regularly on their work and make changes to the size/ joins where necessary?  Can they choose appropriate materials to reinforce their work?  Are they able to consider effectiveness and ineffectiveness?	Can they identify some different types of structures?  Are they able to use a range of methods to reinforce their structure?  Can they recognise any areas of weakness in their structures and plan to adapt these?	Are they able to look at and reflect upon the effectiveness of someone else's work and give constructive feedback?  Can they test and adapt their work as it develops?  Can they recognise what makes a successful structure?

 <h1 style="text-align: center;">Textiles</h1> 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project		<b>Super heroes: T-shirt design</b>	<b>Pockets</b>	<b>Cushions</b>	<b>Fastenings</b>	<b>Remembrance: Cross stitch poppy</b>	<b>Creating a soft toy</b>
Technical knowledge	The children should explore the sensory side of different materials. They should experiment with cutting and sticking materials together with glue.	The children should understand that textiles means creating something from material. They should explore different ways to attach materials such as staples, glue or pins. They should understand that a 'template' means a design can be created many times.	The children should be able to recognise that sewing is a way to join materials - using different stitches. They will need to thread a needle. They should also learn what a running stitch is and practice frequently concentrating on keeping the line straight and the stitches as even as possible. Introduce binca as a way to work on accuracy.	The children should be taught that when two fabrics are sewn along the edge, it is called a seam. They should know that some fabrics are turned inside out after sewing to hide the stitch.	The children should know that a fastening is something that is used to hold two pieces of material together e.g. buttons, zips, velcro. They should recognise that different fastenings are used for different purposes.	The children should be taught a range of stitches including cross stitch. They should learn how to keep their work neat and consistent when following a design. They will need to learn to tie off a stitch in a subtle way as the design is not being turned inside out.	The children should focus on creating a simple, 3D design that utilises a blanket stitch to reinforce the seam. They should be taught that they can create pieces separately and then attach these to the main piece. Finally, they should understand that they must keep their stitches tight to help them last longer.

<b>Design</b>	As part of the design process, the children should be able to use words to communicate their choices and ideas.	As part of the design process, the children should be able to explain what they want to make through pictures and words. This should focus on colours and shapes.  Through conversations with adults and peers, they should also be able to create a list of the materials they require for their project.	As part of the design process, the children should compare existing products to help them generate their own ideas focussing on making a product interesting. They should demonstrate on their designs where they will be using a running stitch.  They can then use either an oracy approach or illustrations to convey their ideas and decide on their next steps.  They should also be able to choose and justify the tools and materials they will need for their project.	As part of the design process, the children should conduct their own research and develop a criteria for their product.  They should be able to generate ideas and model these through sketches or diagrams in order to communicate their ideas.  They should create a template from paper or card before cutting or sewing.	As part of the design process, the children should be conducting research and refining their ideas in order to create a criteria.  They should consider which fastening is most appropriate for the desired outcome.  They should be able to develop and model their ideas through discussions, diagrams and sketches - using ICT where appropriate.	As part of the design process, the children will look at a pre-made design. They will need to identify areas that may be challenging and focus on counting stitches and evening spacing them. The initial design will be used to create simple prototypes.	As part of the design process, the children should be able to conduct independent research in order to create a product that is innovative and functional whilst also being appealing. They should consider which parts they will create independently and how they will attach them to one another?  They should consider what makes their product fit for purpose and demonstrate this through annotated sketches and exploded diagrams.
<b>Make</b>	The children should be cutting and sticking materials together.	Scissors should be used to cut material. The children should focus on drawing a design and cutting as neatly as possible. They should use a method to join material.	Throughout this process, the children should choose the fabrics they wish to use, mark their designs and cut using scissors. They will need to thread a needle and complete a running stitch to join materials. They may also want to pin fabrics before stitching.	Using their template, they should be able to cut out pieces of material reading to attach. Using a running stitch, they should join the two materials to create a seam that can be hidden later. They could try to use different stitches at this stage if appropriate. Complete their design by filling and sewing the edges and decorating to represent their design.	The children should be using a range of materials such as paper to practise accuracy when using fastenings. They need to be developing their ability to measure, mark and cut to ensure success. As a result of this, their work should be increasingly tidier.	The children will need to be controlled and patient with their design. They will use binca to create a cross stitch design that replicates the original design. They will need to ensure both sides of their design are tidy. Moreover, they will have to focus on going in one side and out the other - to ensure they are not looping around the material.	The children will need to create templates from paper to help them create accurate pieces. They should use a blanket stitch to join fabrics and be threading needles independently. Their stitches should be increasingly more accurate and neat.
<b>Evaluate</b>	Can they add to their product when prompted?  Can they add details to their final piece?	Can they reflect on whether they like or dislike their final piece?  Were they able to remember a method to join material? Do they think this method worked?	Are they able to reflect on their stitching? Is it consistent? Is it straight?  Can they look at their peers' work and identify what they like and why?	Can they reflect on their technical skills? How neat is the seam etc?  Are they able to compare their product to the design and identify similarities and differences?  Can they determine whether their product is fit for purpose?	Can they identify whether their fastening is purposeful on their product?  Are they able to state whether a different fastening may have been more effective and why?  Can they explain the importance of using templates?	How do they react to a mistake or error in their stitching?  Are they able to self correct their stitches and reverse the process where necessary?  How well do they create a product that is similar to the initial design?	Can they determine whether their stitching is strong and can they rectify this if not?  How well have they met their original design and brief?  Can they highlight where they changed their design and why?



# Programming



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project				Designing a digital logo	Microbit timer	Virtual construction	Digital compass design
Technical knowledge				The children should be taught that in programming, a 'loop' is a code that repeats over and over. They should be taught using a simple programme, how to design a loop. This is known as CAD - a computer generated design.	The children should understand that an algorithm is a set of instructions to be followed by the computer. They must understand what a variable is in programming and some of the features of a Micro:bit.	The children should understand the difference between physical construction of a structure and virtual construction using software like CAD.	The children should be able to create a product based on the brief of a client. They should use their knowledge of CAD to create a pitch.
Design				The children should be able to create a simple design that focuses on basic 2D shapes and colours. This should clearly reflect the design brief. They should also decide where they want their 'loop' element to come in to make part of their design move.	The children will have to write a criteria for the Micro:bit. They will need to decide the purpose of the timer and conduct research that informs their final design. They should use their previously taught skills of creating a logo to create a logo for this design also.	The children should design a basic and simple structure using physical materials and consider how they would create this digitally. Consider how they will create 3D objects on CAD.	The children should consider what the client has asked for and how they can create this in their initial design. They should sketch and annotate their initial designs.
Make				The children will have to carefully follow a process in order to create a loop. They will need to use the digital software to create and orientate shapes so that it reflects their design.	The children will have to apply strategy and problem solving skills to programme the Micro:bit. They will have to decide on an amount of time they want on the timer and programme accordingly.	The children should consider their initial design and use a program such as CAD to create their product. They must consider how they will make it look appealing to the intended audience.	The children should then create their final designs on CAD, incorporating programming to show the moving elements of their design. They should be able to justify all of their design choices and how they are meeting the clients requests and furthering it where possible.
Evaluate				Can they determine whether their design is similar to their outcome?  Can they discuss feedback with peers on their work?	Are they able to test their programming for bugs?  Can they reflect on these findings and problem solve in order to rectify the problem?  Does their design process reflect the design criteria?	How well was the original design reflected in the digital outcome?  Can they identify any bugs they came across when working with the online software?  Can they recognise the pros and cons of digital planning?	Are they able to explain how they have developed the client's initial request?  Can they tackle bugs and fix these with minimal support?  Can they identify whether or not they met the design brief?



# Electronics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project				<b>Electrical poster (built in circuit)</b>	<b>Industrial revolution: Miners lamp</b>	<b>Jewellery box ballerina</b>	<b>Survival: Bear alarm</b>
Technical knowledge				The children should understand that an electrical system is a group of components that transport electricity around a circuit. They should be able to identify some of the simple features in a circuit such as switch, battery, plug etc). They should also be able to name a bulb, battery, battery holder, write and crocodile clips.	The children should be able to recognise the difference between conductors and insulators. They should also understand that a battery has stored energy enabling the product to be used on the go. Moreover, they should understand that a switch can be used to create or break a flow of electricity.	The children should understand that all electrical systems have an input, process and output. They should recognise that an electric motor converts electrical energy into rotational movement causing the axle to spin.	The children should develop an understanding of how electrical systems can respond or react to the surroundings through the use of buzzers, bulbs or alarms.
Design				As part of the design process, the children should conduct their own research and develop a criteria for their product.  At this stage, they should be considering what makes a product appealing for the audience. They should be able to generate ideas and model these through sketches or diagrams in order to communicate their ideas.	As part of the design process, the children should be conducting research and refining their ideas in order to create a criteria fit for a specific purpose.  They should focus on key design features to make their product functional.  Also, they should be able to develop and model their ideas through discussions, diagrams and sketches - using ICT where appropriate.	As part of the design process, the children will carry out self directed research around a product to collate their ideas. Their initial sketches should represent the circuit they will be creating.  They should use ICT where possible for this. They should be able to communicate their ideas through annotated sketches and diagrams whilst also creating simple prototypes.	As part of the design process, the children should be able to conduct independent research in order to create a product that is innovative and functional.  They must clearly show how their circuit will look in their design.  They should consider what makes their product fit for purpose and demonstrate this through annotated sketches and exploded diagrams.
Make				The children should be able to create a final design that focuses on illustrating their knowledge of the key components of an electrical circuit. They should be using a strong base to enable them to attach a circuit to the back to bring their work to life.	Using a range of materials, the children should create a working circuit and incorporate this into their design. They should attach materials carefully in order to not damage the circuit.	The children should be able to create both a product housing and a simple circuit that includes a motor. They will have to decide how to fix these together to ensure the product is able to function.	The children should construct a stable base for the product to rest on. They must accurately place all components so when triggered, their circuit will connect - activating their buzzer etc.
Evaluate				Can the children reflect on their own ideas and those of others to improve their work?  Are they able to check their work against the criteria?	Are the children able to find snags in their circuits and attempt to problem solve these?  Can they reflect on the suitability of their final piece?  Can they suggest any approaches that could improve their project?	Can the children carry out a product analysis to determine whether they met the design criteria?  Are they able to decide which parts of the product are functional and which aren't?	Can they test theirs and their peers' products to see if they are functional?  Can they identify any information from other people's designs that may inform their own?

# Forest School & Beach School

## Intent of the forest and beach school curriculum

Stick	Link	Build	Use
Real experiences that are memorable	Provision that supports the geography and science curriculums	Progression of knowledge planned	Practical application in their own lives

## Implementation

Teaching principles	Teaching approaches / resources
<ul style="list-style-type: none"> <li>• That children experience forest school as part of their weekly curriculum for the first 3 years of time at TLA</li> <li>• That children's health and self care development is a priority</li> <li>• That cooking in the outdoors forms a part of every session</li> <li>• That repeated learning is embedded into the routine of forest school</li> </ul>	<ul style="list-style-type: none"> <li>• Venture Centre forest nursery (Nursery)</li> <li>• TLA Forest School (Year R)</li> <li>• TLA Forest School at Pendarves Woods - Cornwall Wildlife Trust Nature Reserve (Y1 and 2)</li> <li>• Beach School at Godrevy (Year 3)</li> <li>• Southwest Coast Path challenge (Year 4)</li> </ul>

# YEAR 1

YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	NF: Labels, lists and captions	F: Whatever Next	F: Duffy the Sea Turtle	F: Jack and the Beanstalk	F: The Amazing Spiderman	F: Lighthouse Keeper's Lunch
	NF: Instructions	NF: Diary entry Man Walks On Moon	NF: Non Chron Great White Sharks	NF: Poetry	NF: Poetry The Elephant	NF: Letter
HUMANITIES	<b>Shopping (H)</b>	<b>Space (H)</b> (Neil Armstrong)	<b>The UK (focus on Plymouth)</b>	<b>Farming Now and Then (H)</b>	<b>The Great Fire of London (H)</b>	<b>Local study, Godrevy (G)</b>
READING	RWI	RWI	RWI	RWI	RWI	RWI
SCIENCE Seasons - on going	Seasons	Animals including humans	Science Week	Plants	Materials	Animals including humans- (Human body)
TRIPS/EVENTS	Illogan Woods and Beach	Planetarium	Plymouth Aquarium	Lost Gardens of Heligan	Super Hero Day Shelterbox fundraising	Lighthouse trip to St Ives Beach
MATHS	<b>Number:</b> Place value (within 10) <b>Number:</b> Addition and subtraction (within 10) <b>Geometry:</b> Shape <b>Number:</b> Place Value (within 20)		<b>Number:</b> Addition and subtraction (within 20) <b>Number:</b> Place value (within 50) (Multiples of 2,2 and 10 to be included) <b>Measurement:</b> length and Height <b>Measurement:</b> Weight and volume		<b>Number:</b> Multiplication and Division (Reinforce multiples of 2,5 and 10 to be included) <b>Number:</b> Fractions <b>Geometry:</b> position and direction <b>Number :</b> Place Value (within 100) <b>Measurement:</b> money <b>Measurement:</b> Time	
PE	Agility (Locomotion)	Coordination (Throwing & catching)	Gymnastics (Balance)		Cricket (Chance to Shine)	Athletics (Sports day)
DT / Art	Drawing - Line art across large canvases.	Painting - Space scenes using different painting techniques	Collage - Sea collage focussing on Cathy Harrison.			
RE	What does it mean to belong to a faith?	What do Christians believe God is like?	Who is Jewish and how do they live?	Who is Jewish and how do they live? (Part 2)	Who do Christians say made the world?	How should we care for the World and others?
PSHE	Health and Wellbeing		Relationships		Living in the Wider World	

## YEAR 2

YEAR 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	F: The Enormous Turnip	F: The Three Little Pigs	F: The Mermaid of Zennor	NF: Letter	NF: Diary	F: Dinosaurs and all that rubbish
	NF: Instructions	NF: Letter		NF:Explanation Text	NF: Poetry - Riddles	NF:Poetry, Commotion in the Ocean
HUMANITIES	Compare local area to non European country (Rio) (G)	Homes	Coasts, Oceans and Continents	Boats, RNLI, Penlee Lifeboat	Within and Beyond - The Victorians	Dinosaurs - Mary Anning
READING	Dirty Bertie Fetch!	Winnie the Twit T'was The Night Before Christmas - Poem	Traction Man Scratch and Sniff	Horrid Henry's Haunted House	Mark Spark in the Dark	Fantastic Mr Fox
SCIENCE	Everyday Materials	Animals Inc Humans	Science Week	Plants	Living Things and their Habitats	Living Things and their Habitats
TRIPS/EVENTS	Trevaskis Farm		Zennor Tate Museum and Barbara Hepworth Museum	Lifeboat station Visit from the coastguards.	Helston museum/Victorian Village	Lyme Regis Dinosaur Dig
MATHS	Place value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics Properties of shapes	Properties of shape Fractions Length and height	Position and direction Problem Solving	Time Mass, capacity and temperature
PE	Agility (Locomotion)	Coordination (Throwing & Catching)	Gymnastics (Balance)	Coordination (Equipment control)	Cricket (Chance to shine)	Athletics (Sports Day)
DT/Art	Collage - Design and create a Mardi Gras mask.	Digital Media - Use purple mash to create an animation.	sculpture - Design a clay sculpture inspired by Barbara Hepworth's works.	Drawing - Draw in the style of Quentin Blake.		
RE	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Part 2: Who is a Muslim and how do they live?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some people and places in <b>Cornwall</b> sacred?
PSHE	Health and wellbeing		Relationships		Living in the wider world	

# YEAR 3

YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	F: Cormoran	F: George's marvellous Medicine	NF: Recount (diary)	NF: Explanation	F: The Tempest	F: Revolt against the Romans
	NF: Information leaflet	NF: Instructions	NF: Poetry - Narrative	NF: Poetry - Kennings	NF:	NF: Persuasion
HUMANITIES	The Bronze Age	The Black Death	Windrush/Carnival	Hot Rocks - tectonics	Climates	The history of Roman Britain
READING	Wreck of the Zanzibar	George's Marvellous Medicine	Charlotte's Web	Jack Slater Monster Investigator	The Tempest	Stitch Head
SCIENCE	Forces	Animals Including Humans	Science Week	Rocks	Plants	Light
TRIPS/EVENTS	Chysauster/Bronze Age experience	Potion making day	Carnival celebration	Truro Museum	Kit Johns (artist) Eden Project	Residential - Roman Baths, Roman Battle
MATHS	<b>Number:</b> Place value <b>Number:</b> Addition & Subtraction <b>Number:</b> Multiplication and division		<b>Number:</b> Multiplication & Division <b>Measurement:</b> Money <b>Statistics</b> <b>Measurement:</b> Perimeter and length <b>Number:</b> Fractions		<b>Number:</b> Fractions <b>Measurement:</b> Time <b>Geometry:</b> Properties of shapes <b>Measurement:</b> Mass and capacity	
PE	Agility	OAA (Outdoor and Adventurous activities)	Swimming	Swimming	Swimming & Athletics	Swimming & Athletics
DT	Drawing - illustration of St Michael's Mount from different perspectives	Digital Media - create a book cover inspired by George's Marvellous Medicine	Printing - create a print inspired by Caribbean culture			
PSHE	Health and Wellbeing		Relationships		Living in the wide world	
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?

# YEAR 4

YEAR 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	F: Tommy Trevorrow	F: The Iron Man	NF: Newspaper report	NF: Persuasive leaflet	F: Macbeth	F: War Horse
	NF:Poetry - Monologue	NF: non-chronological leaflet	Poetry - Limerick	NF: Instructions		NF: Information Leaflet
HUMANITIES	<b>European Study - The Mediterranean</b>	<b>Renewable Energy</b>	<b>The history of ancient Egypt</b>	<b>The history of Vikings and Saxons in Britain</b>	<b>Rivers</b>	<b>The history of WW1</b>
READING	Krindlekrax	The Iron Man	There's a boy in the girls bathroom	A Viking at School	The Witches	War Horse
SCIENCE	Electricity	Animals inc Humans	Science Week	Living Things and their Habitats	States of Matter	Sound
TRIPS/EVENTS	Great Flat Lode Geevor and Levant Mine	Recycling Centre Portreath beach clean	Truro Museum	Falmouth Maritime Museum Residential	Minack Theatre	
MATHS	<b>Number:</b> Place Value <b>Number:</b> Addition and subtraction <b>Measurement:</b> length and perimeter <b>Number:</b> Multiplication and division		<b>Number:</b> Multiplication and Division <b>Measurement:</b> Area <b>Number:</b> Fractions <b>Decimals</b>		<b>Decimals</b> <b>Measurement:</b> Money <b>Measurement:</b> Time <b>Statistics</b> <b>Geometry:</b> Properties of shapes <b>Geometry:</b> Position and direction	
PE	Swimming & Agility	Swimming & Agility	Invasion games	Gymnastics	Striking and fielding games	Athletics
DT/ART	Printing (monoprints, relief prints and block printing)	painting - warm/cold colours/tones	Sculpture - a pyramid slab pot			
PSHE	Health and Wellbeing		Relationships		Living in the wider world	
RE	Unit 1: What is the holy trinity and why is it important to Christians ?	Unit 2: What do Hindus believe God is like?	Unit 3: What does it mean to be a Hindu in Britain today?	Unit 4: Why did Christians call the day Jesus died 'Good Friday'?	Unit 5: For Christians, when Jesus left, what was the impact of the Pentecost?	Unit 6: How and why do people in <b>Cornwall</b> mark significant events?

# YEAR 5

YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	F: The Explorer	F: Harry Potter	F: Henry V	NF: Biography	F: Holes	NF: Diary
	NF: Formal letter	NF: Instructions	NF: Poetry - Haiku		NF: Poetry	NF: Reference book
HUMANITIES	<b>The Amazon</b>	<b>Mapping</b>	<b>The history of Medieval Britain: Battles</b>	<b>The Tudor Dynasty</b>	<b>Ancient Greece and the Olympic Games</b>	<b>Mountain landscapes</b>
READING	The Explorer	Harry Potter	Measly Middle Ages	Wolf Brother	Holes	The Jamie Drake Equation
SCIENCE	Materials	Forces	Science Week	Living Things and their Habitats	Animals Inc Humans	Earth and Space
TRIPS/EVENTS	Survival Day	Map walk	Minack Theatre	Pendennis Castle	Beach - hole digging Manchester Residential	Mountaineering
MATHS	<b>Number:</b> Place and Value <b>Number:</b> Addition and subtraction <b>Statistics</b> <b>Number:</b> Multiplication and division <b>Measurement:</b> Perimeter and area		<b>Number:</b> Multiplication and division <b>Number:</b> Fractions <b>Number:</b> Decimals and percentages		<b>Number:</b> Decimals <b>Geometry:</b> properties of shapes <b>Geometry:</b> Position and Direction <b>Measurement:</b> Converting units <b>Measurement:</b> Volume	
PE	Gymnastics	Ultimate frisbee	OAA	Cricket / rounders	Tennis	Athletics
DT/Art	Sketching: Persuasion pack	Painting: Travellers guide to Camborne Park	Cross stitch poppy with Haiku	Digital art: Procreate	Sculpture: Greek Clay pot	Developing style: Reference book
RE	Unit 1 What does it mean if Christians believe God is holy and loving?	Unit 2 What does it mean to be a Muslim in Britain today?	Unit 3 Why do Christians believe Jesus was the Messiah?	Unit 4 Why is the Torah so important to Jewish people?	Unit 5 Christians and how to live: 'What would Jesus do?'	Unit 6 What matters most to Humanists and Christians?
PSHE	Health and wellbeing		Relationships		Living in the wider world	

# YEAR 6

YEAR 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WRITING	F: Lost Land of Lyonesse	F: Jungle Fever	F: Hamlet	F: Goodnight Mr Tom	F:N/A	NF: Persuasive text
	NF: Instructions	NF: NC report	NF: Discussion text	NF: Letters	NF:Poetry	NF: Poetry
HUMANITIES	<b>Cornish Coasts Geomorphology</b>	<b>The history of the Mayan Civilisation</b>	<b>The Monarchy through the Ages</b>	<b>WW2: The Battle of Britain</b>	<b>Charles Darwin: where did it all begin?</b>	<b>John Muir Award Environments</b>
READING	Listen to the Moon	Gold of the Gods	Wizard of Once	Goodnight Mr Tom	Revision texts	
SCIENCE	Living Things and their Habitats Classification	Living Things and their Habitats Classification	Science Week Animals including humans	Light	Evolution and Inheritance	Electricity
TRIPS/EVENTS	Beach survey, Bivi Night, Land's End walk	Mayan Workshop	Hamlet Day	WW2 Day	SATS Reward Trip	Camp
MATHS	<b>Number:</b> Place value <b>Number:</b> Addition, subtraction, multiplication and division <b>Fractions</b> <b>Geometry</b>		<b>Number:</b> Decimals <b>Number:</b> Percentages <b>Number:</b> Algebra <b>Measurement:</b> Converting units <b>Measurement:</b> Perimeter, area and volume <b>Number:</b> Ratio		Geometry: Properties of shapes Problem solving Statistics Investigations	
PE	Tag rugby	OAA	Dodgeball	Tennis	Cricket	Athletics
DT/Art	Art-Painting DT-Sustainable fish	Sculpture Maya Hieroglyphs	Digital Media Pro/Anti Monarchy Posters			
RE	Why do some people believe in God?	Why do Hindus want to be good?	What do Christians believe Jesus did to save the people?	For Christians, what kind of King is Jesus?	Creation V Science	Does faith help people in Cornwall when life gets hard?
PSHE	Health and wellbeing		Relationships		Living in the wider world	

