## Autumn 1 – Nurturing Nurses

<table>
<thead>
<tr>
<th>Launch:</th>
<th>Making Lamps</th>
</tr>
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<tbody>
<tr>
<td>Landing:</td>
<td>Mrs Gardener – Heart start</td>
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</tbody>
</table>
| English: | Biography of Florence Nightingale  
Instructions – How to make a lamp. |
| Maths: | Number and Place Value |
| Science: |
| History: |  
• Events beyond living memory that are significant nationally and globally  
• Events of significant individuals in the past who have contributed to national and international achievements.  
• Comparing aspects of life in different periods |
| Geography: |
| Art: |  
• Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (Paul Klee)  
• Use a range of materials creatively to design and make products.  
• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. |
| Design and Technology: |
| Computing: | E-Safety  
• Recognise common uses of information technology beyond school.  
• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
**PE:** Football and Hockey
- Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities
- Developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending.

**RE:** Christianity
- Is it possible to be kind to everyone all of the time?
- What can I learn from stories from religious traditions?
- Should people follow religious leaders and teachings?

**PSHE/ British Values:**
- To think about themselves, learn from their experiences and recognise what they are good at.
- To take part in discussions for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as ‘where our food and raw materials for industry come from’.
- To recognise, name and deal with their feelings in a positive way.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- To recognise how their behaviour affects other people.
- To know that families and friends should care for one another.
- To take part in a simple debate about topical issues.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- To know what improves and harms their local, natural and built environments, and about some of the ways people look after them.

**Music:** *Charanga – I want to play in a band*
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Outdoor Learning:**
# Autumn 2 – ‘Tis the Season

**Launch:** Birthday Party  
**Landing:** Christmas Performance  

**English:** Letters for Santa  
A story about Christmas Time  
Christmas Poem  

**Maths:** Addition and Subtraction  

**Science:**  
- Identify and compare the suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.  
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
- Ask simple questions and recognising that they can be answered in different ways  
- Observe closely, using simple equipment.  
- Perform simple tests  
- Identify and classify  
- Use observations and ideas to suggest answers to questions.  
- Gathering and recording data to help answer questions.

**History:**

**Geography:**

**Art:** Winter Themed Art  
- Use a range of materials creatively to design and make products.  
- Use drawing, **painting** and **sculpture** to develop and share their ideas, experiences and imagination.  
- Develop a wide range of art and design techniques in using colour, **pattern, texture**, line, shape, form and **space**.
**Design and Technology:** Christmas Cards

- Evaluate: Explore and evaluate a range of existing products
- Design: Generate, develop, model and communicate their ideas through talking, drawing, templates, **mock-ups** and where appropriate, **information and communication technology**.
- Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Technical knowledge: Explore and use mechanism in their products.
- Make: Select form and use a range of tools and equipment to perform practical talks.
- Select from and use a wide range of material and components, including construction materials, textiles and ingredients, according to their characteristics.
- Evaluate: Evaluate their ideas and products against design criteria.

**Computing:** Sizing pictures in paint for Xmas Cards

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

**PE:** Skip to be fit and Rugby

- Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities
- Developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attaching and defending.

**RE:** Christianity

- Why did God give Jesus to the world?
- Is God important to everybody?
- We are learning to reflect on the Christmas Story and the reasons for Jesus' birth.

**PSHE/ British Values:**

- To recognise, name and deal with their feelings in a positive way.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- To know that the generosity with which we give is more important than how much we give.
- To know that money comes from different sources and can be used for different purposes
- To understand that giving sometimes involves sacrifice.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- To know that they belong to various groups and communities, such as family and school.
- To know that families and friends should care for each other.
- To consider social and moral dilemmas that they come across in everyday life.

**Music:** *Christmas Performance*
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play untuned instruments musically.

**Outdoor Learning:** Categorising different materials found outside and comparing their suitability for different tasks.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Overview</th>
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<tbody>
<tr>
<td><strong>English:</strong></td>
<td></td>
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</table>
- Traditional Tales from different countries  
- Information text about a country |
| **Maths:** | Multiplication and Division |
| **Science:** |  
- Identify and name a variety of plants and animals in their habitats including micro-habitats. |
| **History:** |  
**Geography:**  
- Name, Locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  
- Understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom, and of a small area in a contrasting non-European Country  
- Use basic geographical vocabulary to refer to key physical features, including forest, hill, mountain, river, soil, valley and vegetation.  
- Use basic geographic vocabulary to refer to key human features, including city, town, village, factory, farm, house office, port harbour and shop.  
- Use world maps, atlases and globes to identify the United Kingdom and its countries.  
- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.  
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  
- Devise a simple map and use and construct basic symbols in a key. |
| **Art:** |  
**Design and Technology:** |  
**Computing:** Looking at aerial photographs on the computer  
- Recognise common uses of information technology beyond school. |
**PE:** Gymnastics – Apparatus & Dance
- Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities
- Developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attaching and defending.
- Perform dances using simple movement patterns.

**RE:** Islam
- Does praying at regular intervals everyday help a Muslim in his/her every day life?
- Who do I believe I am?
- Does it feel special to belong?

**PSHE/ British Values: Africa, resilience, family relationships**
- To challenge common ideas about Africa.
- To identify and respect the differences and similarities between people
- Take part in discussion
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- To learn how to set simple goals
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- To recognise how their behaviour affects other people

**Music:** Charanga – Hands, feet and heart – South African Music (Ipitombi)
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Outdoor Learning:**
- Identify and name a variety of plants and animals in their habitats including micro-habitats.
<table>
<thead>
<tr>
<th><strong>Spring 2 – Terrific Trevithick</strong></th>
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<tbody>
<tr>
<td><strong>Launch:</strong> Trip to the Museum to meet Mrs Trevithic</td>
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<tr>
<td><strong>Landing:</strong> Train Journey / Wheal Martyn</td>
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</table>

**English:** Advert for Trevithic’s train (ICT)
News report

**Maths:** Measurement, Shape and Statistics, prioritising Key Objectives.

**Science:**

**History:**
- Changes within living memory. Where appropriate, these should be used to reveal aspect of change in national life.
- Significant historical events, people and places in their own locality.

**Geography:**
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (link to first train journey in Wales, The Flying Scotsman (between Edinburgh and London).

**Art:**

**Design and Technology:**

**Computing:** Create an advert about Richard Trevithick’s train using publisher / paint
- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**PE:** Gymnastics – Floor & Tennis
- Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities
- Developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attaching and defending.
RE: Christianity – Easter
• Is it true that Jesus came back to life again?
• Is God important to everyone?
• Are symbols better than words at expressing religious beliefs?

PSHE/ British Values: Bullying, generosity, voting
• To recognise, name and deal with their feelings in a positive way.
• To think about themselves, learn from their experiences and recognise what they are good at
• To realise that money comes from different sources and can be used for different purposes.
• To know that family and friends should care for each other.
• Share their opinions on things that matter to them and explain their views.
• Take part in a simple debate about topical issues.
• Recognise choices they can make, and recognise the difference between right and wrong.

Music: Charanga
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
• Play tuned instruments musically.
• Listen with concentration and understanding to a range of high-quality live and recorded music
• Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Outdoor Learning:
### Summer 1 – Beatrix Potter

#### Launch:
Reading Peter Rabbit

#### Landing:
Watching Peter Rabbit the Movie

#### English:
Adapted story by Beatrix Potter  
Creating a poem about a Beatrix Potter Character  
Recipe (D&T)

#### Maths:
SATS  
Measurement, Shape and Statistics, prioritising Key Objectives.

#### Science:
- Observe and describe how seeds and bulbs grown into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment.
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions.
- Gathering and recording data to help answer questions.

#### History:

#### Geography:

#### Art:
- Know about the work of a range of artists (Beatrix Potter), craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
### Design and Technology: Cooking and nutrition.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

### Computing:

### PE: Orienteering & Netball
- Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities
- Developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attaching and defending.

### RE: Islam
- Does going to the mosque give Muslims a sense of belonging?
- Does it feel special to belong?
- Who do I believe I am?

### PSHE/ British Values: Keeping Safe
- Risk
- Hazardous substances
- Safety rules

### Music:

### Outdoor Learning:
See Science
## Summer 2 – The Circle of life

**Launch:** Trip to the Zoo

**Landing:** Food chain wheel / Wheal Martyn

**English:** Poem about animals and habitats  
Recount of trip to the Zoo

**Maths:** Fractions

**Science:**
- Explore and compare the differences between things that are living, dead, and things that have never lived.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Notice that animals, including humans, have offspring which grown into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air)
- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment.
- Identify and classify
- Use observations and ideas to suggest answers to questions.

**History:**

**Geography:** Comparing localities

**Art:** Animal prints
- Develop a wide range of art and design techniques using, colour, pattern, texture, line, shape, form and space.

**Design and Technology:**

**Computing:** Scratch Junior or Similar – Food chain.
- Understand what algorithms are; how they are implemented as programmes on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programmes
- Use logical reasoning to predict the behaviour of simple programmes

**PE:** Athletics & Rounders
- Master basic movements including running, jumping, throwing and catching and beginning to apply these to a range of activities
- Developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending.

**RE:** Islam
- Does completing Hajj make a person a better Muslim?
- Does it feel special to belong?
- Is God important to everyone?

**PSHE/ British Values: Differences**
- Differences in boys and girls
- Differences in Male and female
- Naming the body parts

**Music:** Charanga - Zootime
Elton John – Circle of life
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Outdoor Learning:** See Science
See science unit.