



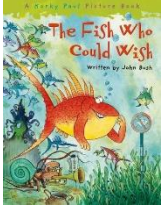
KS1 – curriculum overview

Year 1

	Autumn		Spring		Summer	
Topic:	This is me	Once upon a time	Ready steady grow!	Near and far	Everyday materials	People who change the world
Key subject focus:	Science Humans and animals	History Changes within living memory	Science Plants	Geography Locality	Science Materials	History Changes within living memory
Wow moment:	Memory/ All About me jar	Mythical creatures and fairytale dress up	Garden centre visit	Locality walk	Science day- experiments with materials	Visitor Blast from the past
Trips/visitors	Animal visit	Pantomime/ show	Garden centre	Locality walk	Recycling centre	Blast from the past visit
Enquiry Question:	What do animals and humans need to survive?	How have toys changed?	How do plants grow?	Where do I live?	Which materials keep us dry?	Who has helped change our world?
Reading text:	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Who's been eating porridge? Tell me a dragon	Tree	Lost and Found	The Three Little Pigs Clean up	Year 1 book spine
Focus Text:	Fish Who Could Wish	Tell me a dragon 	Jack and the Beanstalk 	Bog Baby 	Hansel and Gretel 	The Pirates Next Door 



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Written outcome	Short burst outcomes linked to Grammarsaurus	PVPG Grammarsaurus writing outcomes. Non-Chronological report Recount	Grammarsaurus Immersion and Deconstruction	Grammarsaurus Immersion and Deconstruction	Grammarsaurus Immersion and Deconstruction	Grammarsaurus Immersion and Deconstruction
Key Knowledge and Skills Y1	-Leave spaces between words. -Spell unknown words using phonemes and phonetically plausible attempts. -Use the personal pronoun 'I'.	- Use a capital letter at the start of a sentence. -Say a sentence out loud before writing it down (hold a sentence).	-Use 'and, to join ideas within a sentence. -Use a full stop accurately. -Write from memory simple dictated sentences including the words taught so far. -Read writing aloud so it can be heard by others and check for sense.	-Begin to use other punctuation such as exclamation and question marks. - Use the suffixes -ing, -ed, -er, -est where no change is needed to the root word. - Plan writing by saying what they are going to write about (build a sentence)	-Attempt to use other conjunctions. -Make sure that word choices are relevant to the context and use word banks to support. -Begin to use adjectives to add detail to sentences. -Sequence sentences to form short narratives.	- Use capital letters for the names of people, places and days of the week. - Use letter names to show alternative spellings of the same phonemes. -Spell words that use suffixes for plurals or 3rd person. - Use sequenced sentences in chronological order to recount an event/experience. (basic adverbials)



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						used eg. First, Then, Next, After that)
Key vocabulary Year 1_	verb, subject, leftovers, sentence, clause, I, am, is, are, was, were, has, have, had. Once upon a time, fish, wish.	verb, subject, leftovers, sentence, clause,				
Non-fiction- Wider Curriculum	Explanation on what animals and human need to survive.	Comparison text	Instruction text	Non- chronological report about human and physical features of local environment.	Explanation on the purpose of different materials	Fact file- Mary Seacole
WOW books	Writing about my friends/family	Letter to Father Christmas	Seasons poetry	Recount	Story	My year, best bits
Poetry		Remembrance poetry				Seaside Poetry 1 week
Maths	Number: place value (within 10) Number: addition and subtraction	Number: addition and subtraction Geometry: shape	Number: place value within 20. Number: Addition and subtraction	Number: place value within 50. Measurement: Length and Height Measurement: mass and volume	Number: multiplication and division (including multiples of 2, 5 and 10) Number: fractions Geometry: position and direction	Number: place value (within 100) Measurement: money Measurement: time



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Science <i>Seasonal change throughout</i>	What do animals and humans need to survive? Animals – identify and classify Identify living and non-living things. Investigate different categories of animals, similarities and differences in relation to types of animals and classify animals based on their diets. To answer the enquiry question. I know how to name the human body parts that I can see and match senses to body parts.		How do plants grow? Plants – identify and classify Investigate the properties of plants, similarities and differences to answer the enquiry question: Focus on lifecycles of plants and trees and seasonal changes		Which materials keep us dry? Everyday materials Investigate the properties of materials to answers the enquiry: Carry out fair tests to explore a range of materials and compare. Make predictions, record findings and evaluate. Talk about the differences between materials.	I observe and know about the change in the seasons. I name the seasons and know about the type of weather in each season
History		How have toys changed? Changes within living memory. <i>Remembrance Day, Guy Fawkes</i>				Who has helped change our world? History, significant individuals



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		Know why there are monuments linked to a famous event nearby Changes within living memory.				
Geography				Where do I live? <u>Locality study</u> Draw simple maps – e.g. how to get to the school field, how to get to the park – locality walk. Locating Cornwall within England and surrounding seas Name and locate countries and capital cities of UK and surrounding seas (English channel, Atlantic ocean.) (topic focus: England and seas around Cornwall/where we live)		



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Computing	Technology Around Us + ongoing Digital Literacy I can identify examples of technology in the classroom	Moving a Robot + ongoing Digital Literacy I understand that algorithms must be precise	Introduction to Animation + ongoing Digital Literacy I can understand and create algorithms (steps or rules as instructions, e.g. how to make a sandwich)	Digital Painting + ongoing Digital Literacy I can use an app or website to make graphical marks or pictures	Digital Photography + ongoing Digital Literacy I can use technology to capture (e.g. with an iPad) and manipulate (position, re-size, rotate) photos	Grouping Data + ongoing Digital Literacy I can place items into groups (e.g. these shapes are all red) I can decide on labels for groups (e.g. these shapes all have four sides)
Art	Art – Self Portraits Artist: Frida Kahlo		Art – Observational drawing of flowers and plants Artist – Henri Rousseau			Art – Sculptures Artist: Barbara Hepworth
DT		Diwali pots Design and make a bridge	Food technology – fruit kebabs			Design and make a moving pictures – levers/pop-up
PSHE	Me and My Relationships	Keeping Myself Safe	Valuing Difference	Being My Best	Rights and Respect	Growing and Changing
PE	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Music	Rhyming In Time/Year 1/NEW: Creative Music	Let's Start Singing/Year 1/NEW: Creative	Music Inspired By The World Around Us/Year	Exploring Rhythm Patterns/Year 1/NEW: Creative	Sound And Pictures/Year 1/NEW: Creative Music	Highs And Lows/Year 1/NEW: Creative Music



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	Scheme/Home – Cornwall Music Hub 1. Move in time with the beat/pulse, responding to different tempos (speeds). 2. Chant, rap, and sing using different voices following simple cues such as starting together	Music Scheme/Home – Cornwall Music Hub 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing	1/NEW: Creative Music Scheme/Home – Cornwall Music Hub 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story	Music Scheme/Home – Cornwall Music Hub 1. Understand that an ostinato is a recurring pattern. 2. Copy and compose simple rhythm patterns (Call and Response).	Scheme/Home – Cornwall Music Hub 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story	Scheme/Home – Cornwall Music Hub 1. Understand the difference between a rhythm and a pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
RE	Unit 7: Who do Christians say made the world?	Unit 8: Why does Christmas matter to Christians?	Unit 9: Who is Jewish and how do they live?	Unit 10: What do Christians believe God is like?	Unit 11: What does it mean to belong to a faith community?	Unit 12: How should we care for others and the world and why does it matter?
Sustainability links	Learn about expectations in the room around sustainability. Introduction of eco-council and monitors in classrooms- light switches.	Look at the difference in materials of toys and talk about use of plastic, encourage reducing use of plastic through learning.	Growing plants links to plot to plate and sustainable living. Eat what you grow.	Encourage walk to school through near and far learning and locality walks.	Materials and recycling, link to beach cleans e.g. Clean Up Re-using materials- challenge what can you create.	Changes in technology- electricity- saving energy links.

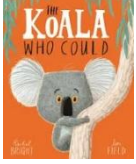
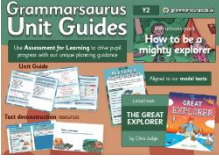
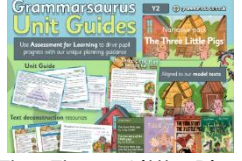
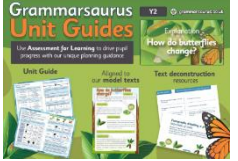


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Year 2

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus subject	Amazing animals and humans	Big lights big city	How does your garden grow?	Where in the world?	Material Magic	Mining through the Years
Key subject focus:	Science Humans and Animals	History Changes within living memory	Science Plants	Geography Locality	Science Materials	History Significant people
Wow moment	Mexican fiesta- art	Fireworks- art Music- London's Burning	Digging the garden- songs and art	Travel agents- passports/flight... Songs	Songs and art Three Little Pigs- build a house	Blast from the Past
Trips/visitors	Animal encounters	Fire brigade visit	Trip to Eden	Locality walk		Pasty making Wheal Martyn
Enquiry question	How can humans stay healthy?	Why do we call it the great fire of London?	Where do different plants grow?	What is different from Egypt to my home?	What will protect Humpty Dumpty?	How have significant individuals changed our world?
English – core texts to explore	See Year 2 book spine Stories by the author Jill Tomlinson	See Year 2 book spine Cornish stories	See Year 2 book spine Stories by the author Julia Donaldson	See Year 2 book spine Traditional tales	See Year 2 book spine Stories by the author Roald Dahl	See Year 2 book spine Stories by the author Ronda Armitage

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T4W text	 Grammarsaurus The Koala Who Could- Rachel Bright	 Grammarsaurus	 Grammarsaurus Great explorer	 Grammarsaurus Supertato	 Grammarsaurus The Three Little Pigs	 Grammarsaurus Superworm
English Writing	Narrative invention <u>Non-fiction:</u> Letter	Narrative invention *firework poetry <u>Non-fiction:</u> Newspaper report	Narrative innovation *Weather poetry <u>Non-fiction:</u> Geography non-chronological report on contrasting environment	Narrative invention <u>Non-fiction:</u> Science Instructions – 'How to grow a'	Narrative invention <u>Non-fiction:</u> History fact file on significant person from the past	Narrative invention <u>Non-fiction:</u> Geography report/recount on what makes Cornwall special
Key Knowledge and Skills Y2	Use full stops and capital letters mostly correctly. Use capital letters for the personal pronoun 'I' and most proper nouns. Use co-ordination (or, and, but) Use present and past tenses correctly and consistently "Noun, verb, subject, bei	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing Apostrophes to mark where letters are missing in spelling	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of the present tense and past tense throughout writing Apostrophes to mark where letters are missing in spelling



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	ng verbs, action verbs phrases, single clause sentences, co-ordinating conjunctions, compound subjects."				and to mark singular possession in nouns.	and to mark singular possession in nouns.
Key Vocabulary Y2	Y2- noun/who, verb/doing what, adverb/how, adjective/describe, sentence, independent clause, being verb, state of being, action verb, past tense, present tense, co-ordinating conjunction.	Y2- noun/who, verb/doing what, adverb/how, adjective/describe, sentence, independent clause, being verb, state of being, action verb, past tense, present tense, co-ordinating conjunction.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase, speech marks.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase.	Noun, verb, adjective, adverb, coordinating conjunction, noun phrase.
Non-fiction- Wider Curriculum	Explanation on what animals and human need to survive.	Non-chronological report on the Great Fire of London	Persuasive writing, why should we grow more flowers?	Comparison text	Explanation on how to protect Humpty Dumpty	Fact file- William Cookworthy
Wow Write:	Writing about my friends/family	Letter to Father Christmas	Seasons poetry	Recount	Story	My year, best bits
Poetry		Remembrance poetry				Seaside Poetry 1 week



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Maths	Number: place value Number: addition and subtraction	Number: addition and subtraction Geometry; shape	Measure: Money Number: multiplication and division	Number: Multiplication and division Measurement: length and height, mass, capacity and temperature.	Fractions Measurement; time	Statistics Geometry; position and direction
Science	Investigate Living things and their habitats. Lifecycles of humans and animals. Identify a range of animals in different habitats, learn what habitats provide for animals. Find out about animal food chains. Snail day investigation			Plants – observing closely using simple equipment, identifying how different plants live in different climates. Investigate how plants that grow vary around the world to answer the question: I know what plants need in order to grow and stay healthy (water, light and suitable temperature)	Materials- linked to DT Using materials for a purpose. When making superhero vehicles, the children will be: - I identify and name a range of materials including wood, plastic, metal, glass, brick, rock, paper and cardboard - I know why a material might or might not be used for a specific job - I know how materials can be changed by squashing, bending, twisting and stretching I know why exercise, a balanced diet and	



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					good hygiene are important for human	
History		Events beyond living memory – The Great Fire of London/Guy Fawkes			Life of a significant individual eg Mary Seacole, Florence Nightingale and/or Edith Cavell.	Significant places in their own locality – Charlestown Life of a significant individual – Charles Rashleigh and William Cookworthy.
Geography			<u>Locality study</u> Local geographical features/draw simple maps depicting their journey from home to school Explore a small area of a contrasting non-European country			Name and locate the world's five oceans and link to all prior learning Identify continents, countries and oceans Compass points Review and reinforce: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Map work
Computing	Computer systems and Networks + ongoing Digital Literacy	Making Music + ongoing Digital Literacy	Click & Go: Scratch Jr. + ongoing Digital Literacy	Digital writing + ongoing Digital Literacy I can save and	Robot Algorithms + ongoing Digital Literacy	Pictograms + ongoing Digital Literacy



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	I can identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen) I can identify information technology in the school, home, and beyond	I can create and adjust audio using digital technology	I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer) I can debug within a simple program	retrieve work that I have produced (includes auto-save) I can move a cursor with the trackpad and click on an icon	I can predict the behaviour of simple programs I can create and run a program I can debug within a simple program	I can enter data into a computer system I can use a computer to present data I can find answers to questions by looking at data
Art	Art – Self Portraits Artist: Frida Kahlo		Art – Observational drawing of flowers and plants Artist – Henri Rousseau			Art – Sculptures Artist: Barbara Hepworth
DT						
PSHE	Me and my relationships	Keeping myself safe	Valuing difference	Being my best	Rights and responsibilities <i>Basic First Aid- "In Safe Hands"</i>	Growing and changing
PE	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Music Charanga	Questions And Answers/Year 2/NEW: Creative Music	Let's Keep Singing/Year 2/NEW: Creative Music	Sound And Symbol 1/Year 2/NEW: Creative Music	Sound And Symbol 2/Year 2/NEW: Creative Music	Around The World/Year 2/NEW: Creative Music	The Power Of Communication/Year 2/NEW: Creative Music

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	Scheme/Home – Cornwall Music Hub Children will be able to: 1. Understand what timbre means and identify classroom percussion instruments by listening. 2. Improvise musical questions and answering phrases using body percussion and percussion instruments.	Scheme/Home – Cornwall Music Hub 1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other" 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions .	Scheme/Home – Cornwall Music Hub 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each makes its sounds.	Scheme/Home – Cornwall Music Hub 1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	Scheme/Home – Cornwall Music Hub 1. <u>Listen to music from around the world.</u> - - 2. <u>Explore tempo, understanding that music can be at different speeds.</u>	Scheme/Home – Cornwall Music Hub 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
RE	What do Christians believe God is like? 	What do Christians believe is the Good News that Jesus brings? 	Who is a Muslim and how do they live? - Part 1 	Why does Easter matter to Christians? 	Who is Muslim and how do they live? - Part 2 	What makes some people and places in Cornwall sacred? (CK4rE – Cornwall Syllabus Unit) 



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Sustainability links	Eco warriors-school council Vote for pupils to be eco-warriors in each class and school council. Power/plugs/light s off when not in use.	The fire forced London to rethink its construction materials, shifting from flammable, dense timber to sustainable, fire-resistant materials like brick and stone. Eco houses. Solar, water,	Travelling- bus, train, walking, walking, cycling. Eco travel.	Planting- sustainable food. Upcycling- second hand furniture. Wood- planting trees.	Eco friendly materials- recycling.	Eco friendly-sculptures- natural sculptures. Land art with stones.
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