

Cycle B	Autumn		Spring		Summer	
Topic	Marvellous Me	Once Upon a Time	Weird Worlds and Wild Weather	Sowing and Growing	Superheroes	The Seven Seas
Super start		Visiting storyteller/theatre group Traditional characters escaped from the book	Story investigation day	Eden Project trip Heligan trip	Visit from fire brigade	Maritime museum visit Charlestown shipwreck centre
Fabulous finish	Sharing work with families	Christmas concert celebrations	Sharing stories and learning with families	Healthy sandwiches tea party with families	Make your own superhero fashion show	Beach party
CoreText	Year 1: Inside My Heart Year 2: Almost Anything/The Dot	Year 1: The Elves and The Shoemaker Year 2: Traditional tale - Cinderella/Prince Cinders?	Year 1: After the Storm Year 2: The Snail and the Whale	Year 1: Oliver's vegetables Year 2: Jack and the Beanstalk	Year 1: Super worm Year 2: Superkid	Year 1: The Littlest lighthouse keeper Year 2: The Lighthouse Keepers lunch
Reading/ phonics	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)					
English: writing genre-	Short narrative about ourselves. Poetry - all about me	Recount/innovation of a story. Letters	Speech bubbles and story writing. Setting and character descriptions Diary	Ordinal language/instructions Instructions Recount of a trip	NCR- Factfiles Job descriptions	Narrative - story writing from another point of view Non-chronological report
SPAG/writing skills	Handwriting, punctuation and grammar, writing: composition, writing: spelling develops sequentially across EYFS, Yr1 and Yr 2 (see additional writing progression document)					
	<p><u>Ongoing skills:</u> <u>Working scientifically:</u></p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> Observing closely, using simple equipment <ul style="list-style-type: none"> Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> Gathering and recording data to help in answering questions. 					
Science	Year 1: Seasonal Changes class	Year 1: Everyday Materials	Year 1: Seasonal Change and Everyday Materials	Year 1: Plants Year 2: Plants	Year 1: Animals including humans- animal groups,	Year 2: Living things and their habitats

	<p>display/routine established</p> <p>Year 1: Animals including humans-human body and senses</p> <p>Year 2: Animals including Humans-offspring growth, needs</p>	Year 2: Everyday Materials	Year 2: Everyday Materials		<p>mammals, fish, carnivore etc, structure of body</p> <p>Year 2 Animals including Humans: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	
	<p><u>Ongoing Geographical skills:</u></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>					
<p>Geography</p> <p><u>Prerequisites</u></p> <p>Positional language-up, down, next to, under, over etc.</p>	<p>Geographical vocabulary for human and physical features. Know where they live and tell someone their address. Know what they do/do not like about where they live. Locate your home on a map, identify key facilities. Know what they do/do not like about somewhere that's different from their hometown.</p>		<p>Name locate and identify characteristics of the four countries of the UK. Know the capital cities of countries of the UK, and its surrounding seas. Identify and daily weather patterns in the UK. Hot areas of the world in relation to the Equator and North and South Poles. Understand geographical similarities and differences by studying 2 contrasting locations.</p>			<p>Use world maps, atlases and globes to identify the UK and its countries, continents and oceans. Use simple compass directions. Devise a simple map; construct basic symbols in a key.</p>
	<p><u>Ongoing Historical Skills:</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. They should use a wide vocabulary of everyday historical terms, they should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>					

History <u>Prerequisites</u> Time related language; old, new, long time ago, ask questions	<u>Changes within living memory</u> -Changes that have happened since they were born. Changes in homes compared to those a long time ago.	<u>Events beyond living memory</u> that are significant nationally or globally- Guy Fawkes, The Great Fire of London. -Know why there is a monument to a famous event nearby; Remembrance Day		<u>Lives of significant individuals</u> in the past who have contributed to national and international events. Suggestions: Sir David Attenborough?? Greta Thunberg???		<u>History in the locality</u> Significant historical events, people, places and their own locality - Lanhydrock Charlestown/ Wheal Martyn
PSHE Scarf	<u>Me and my relationships</u> What makes me special? My feelings Bullying	<u>Keeping myself safe</u> Medicines People who keep me safe Secrets or surprises Good/bad touches	<u>Valuing Difference</u> What makes us who we are? Kindness The feelings of others	<u>Being my best</u> Healthy eating The human body Exercise	<u>Rights and Responsibilities</u> Looking after money Helping people First Aid	<u>Growing and changing</u> Privacy Life stages Moving on
Art	<u>Ongoing Art Skills</u> <ul style="list-style-type: none">To learn about and use a range of different drawing tools, including grades of pencils when drawing<ul style="list-style-type: none">To use charcoal, pencil and pastel to create artTo develop knowledge of primary and secondary colours and mix paint to create different tints and tones.<ul style="list-style-type: none">To create printed pieces of art by cutting, coiling, pressing, rolling, rubbing and stamping<ul style="list-style-type: none">To use IT to create different effectsTo learn about artists and their work, suggesting how artists have used colour, pattern and shape<ul style="list-style-type: none">To explore how to show how people feel and create moods in paintings and drawingsTo describe what they can see and give an opinion about the work of an artist and ask questions about art.					
	Create self-portraits	Use clay to mould and make pots	Create collages using a range of materials.	Observational drawings.	Comic Art	DT project
DT				Make: Use vegetables or fruits to mix, roll or cut	Vehicle project: (link to either topic) Design and make a vehicle or boat moving through the design, make and evaluate cycle	
	<u>Ongoing Skills:</u> <ul style="list-style-type: none">Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.Listen with concentration and understanding to a range of high quality live and recorded music					

Music	<u>Year One</u> Music Express: Unit 1: Ourselves <u>Year Two</u> Cornet lessons and performance	<u>Year One</u> Music Express: Unit 9: Storytime <u>Year Two</u> Cornet lessons and performance	<u>Year One</u> Music Express: Unit 4: Weather <u>Year Two</u> Music Express: Unit 9: Weather	<u>Year One</u> Music Express: Unit 5: Machines <u>Year Two</u> Music Express: Unit 1: Ourselves/Unit 8: Pattern??	<u>Year One</u> Music Express: Unit 8: Pattern <u>Year Two</u> Music Express: Unit 7: Storytime	<u>Year One</u> Music Express: Unit 12: Water <u>Year Two</u> Music Express: Unit 11: Water
PE	<p>NATIONAL CURRICULUM - Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p> <p>HEALTH AND FITNESS: Talk about what our bodies do during exercise e.g breathing (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.</p>					
	Invasion games Key values: Curiosity Imagination Reflection	Gymnastics Key values: Curiosity Imagination Reflection	Dance Key values: Gratitude Empathy Respect	Net and Wall Key values: Gratitude Empathy Respect	Striking and fielding Key values: Self-belief Honesty Courage	Athletics Key values: Self-belief Honesty Courage
RE	Year 1 What does it mean to belong to a faith community? Year 2 Who is a Muslim and how do they live?	Year 1 What do Christians believe god is like? Year 2 What does Christmas matter to Christians?	Year 1 Who is Jewish and how do they live? Year 2 Who is a Muslim and how do they live?	Year 1 Who is Jewish and how do they live? Year 2 Why does Easter matter to Christians?	Year 1 Who do Christians say made the world? Year 2 What is the 'good news' Christians believe Jesus brings?	Year 1 How should we care for the world and others and why does it matter? (C,J,NR) Year 2 What makes people and places in Cornwall sacred?
Computing	Year 1 - identify digital devices Year 2 - predict the behaviour of simple programs, navigate a webpage	Year 1 + Year 2 e-safety	Year 1 - use technology purposefully: move a cursor, click an icon, capture photos Year 2 - use technology to type, scroll, edit pictures	Year 1 - use apps and websites to aid learning, save and retrieve work Year 2 - describe and create guidance for using technology in different environments	Year 1 - understand and create algorithms Year 2 - create, run and debug algorithms	

Extras		Christmas performances Anti-bullying week	Science week March ? Safer Internet Day Children's mental health week		Year 2 SATs	Year 1 Phonics screening Sports day
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