



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic theme</b>	Map work around Cornwall (Geography)	Maya Civilization (History)	Physical geography of Europe (Geography)	Plants (Science)	Nutrition (Science)	Vikings (History)
<b>Enquiry question</b>	Which moors and tors surround us?	Why aren't the Maya as well known as the Egyptians?	How diverse is Europe?	Where would we be without bees?	Our body's wants and needs	Is history unfair to the Viking reputation?
<b>Writing</b>	Narrative – Cormoran legend Non fiction – Newspaper report	Narrative – Be More Bernard by Simon Philip and Kate Hindley  Poetry Diamante (Maya subject matter)	Narrative – The diary of a killer cat by Anne Fine  Non fiction – Non chron report – Animal groups	Narrative – The disgusting sandwich by Gareth Edwards  Poetry Haiku (Yr2) Limerick (Yr 3)	Narrative – Journey by Aaron Becker  Non fiction – Persuasive brochure for healthy eating	Narrative – Arthur and the Golden Rope by Joe Todd-Stanton  Poetry Free verse (Viking subject matter)
<b>Reading</b>	Black Queen by Michael Morpurgo	Classic Text Golden Bird by The Brothers Grimm  Once upon a raindrop by James Carter	The Swoose by Dick King Smith and Ann Kronheimer	Cereal Superfan by Julia Donaldson and Garry Parsons  I am the seed that grew the tree by Fiona Waters	Unusual Day by Sandi Toksvig and Georgien Overwater	The Worries by Jion Sheibani  Be the change. Poems to help you change the world by Liz Brownlee
<b>Maths</b>	Place Value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length, height and perimeter	Fractions Mass, capacity and temperature	Shape Time	Statistics Position and direction (Yr 2) Fractions (Yr 3) Money
<b>Geography/ History</b>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features of their school, its grounds and the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Use single compass directions (North, South, East and West) progressing to the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to the national and international achievements</li> <li>Cycle 1 - a non-European society that provides contrasts with British history: Mayan civilization c. AD 900</li> <li>Cycle 2 - a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Describe and understand key aspects of the physical geography within Europe, including: <ul style="list-style-type: none"> <li>Climate zones and biomes (tundra, subarctic, marine, and Mediterranean)</li> <li>Vegetation belts (forest, grassland, tundra)</li> <li>Rivers</li> <li>Mountains</li> </ul> </li> <li>The water cycle</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Cycle 1 - Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>Cycle 2 - a local history study</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of the human geography within Europe, including: <ul style="list-style-type: none"> <li>Land use (agriculture, forests, urban areas)</li> <li>Economic activity including trade links,</li> <li>The distribution of natural resources (mining, oil, natural gas, fish)</li> </ul> </li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Cycle 1 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Cycle 2 - the achievements of the earliest civilizations – Ancient Sumer</li> </ul>
	Map skills	Cause and Effect	Physical Geography	Perspectives	Place	Significance

Science	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things that that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>
	Chemistry	Yr 2 – Chemistry	Living things	Evolution	Yr 2 – Ecosystems	Ecosystems
PSHE Year 2	<p><b>One World</b></p> <p>Families Homes Schools Environments Resources Planet Protectors</p>	<p><b>Safety First</b></p> <p>Keeping Safe Staying Safe at Home Staying Safe Outside Staying Safe Around Strangers Safe Secrets and Surprises People Who Can Help</p>	<p><b>Money Matters</b></p> <p>Money Where Money Comes From Look After it Save or Spend? Want or Need? Going Shopping</p>	<p><b>It's My Body</b></p> <p>My Body, My Business Active and Asleep Happy Healthy Food Clean as a Whistle Can I eat it? I can choose</p>	<p><b>Growing up</b></p> <p>Our bodies Is it OK? Pink and blue Your family, my family Getting older Changes</p>	<p><b>Be Yourself</b></p> <p>Marvellous Me Feelings Things I like Uncomfortable Feelings Changes Speak Up</p>
PSHE Year 3 (LKS2)	<p><b>One World</b></p> <p>Chiwa and Kwende Chiwa's Dilemma 1 Chiwa's Dilemma 2 Chiwa's Sugar Chiwa's World Charity for Chiwa</p>	<p><b>Safety First</b></p> <p>New Responsibilities Risks, Hazards and Dangers Under Pressure Safety when Out and About Dangerous Substances Injuries and Emergencies</p>	<p><b>Money Matters</b></p> <p>Where Does Money Come From? Ways to Pay Reasons to Borrow Spending Decisions Advertising Keeping Track</p>	<p><b>It's My Body</b></p> <p>My Body, My Choice Fit as a Fiddle Good Night, Good Day Cough, Splutter, Sneeze Drugs, Healing or Harmful? Choices Everywhere</p>	<p><b>Growing Up</b></p> <p>Human reproduction Changes in boys Changes in girls Changing emotions Relationships and families Where do I come from?</p>	<p><b>Be Yourself</b></p> <p>Pride Feelings Express Yourself Know Your Mind Media Wise Making it Right</p>
Art/DT	Art - Draw	DT – Structures how to strengthen, stiffen and reinforce more complex structures	Art - Colour	DT – Mechanical systems for example, gears, pulleys, cams, levers and linkages	Art - 3D Form and perspective	DT - Textiles
RE Year 2	Kernewek Agreed Syllabus					
	What do Christians believe God is like?	How should we care for others in the world and why does it matter?	Who is Jewish and how do they live? (Double Unit)		What makes some places sacred to believers?	What does it mean to belong to a faith community?
	Ultimate questions	Identity and Community	Identity and Community / Ultimate questions		Identity and Community	Living a good life
RE Year 3 (LKS2)	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	What is the Trinity and why is it important to Christians?	What kind of world did Jesus want?	For Christians, what was the impact of Pentecost?	How and why do people try to make the world a better place? (Christians, Muslims, non-religious)
	Ultimate Questions	Identity & Community	Identity & Community	Living a good life	Identity and Community	Ultimate questions



## Class 2 (Y2 & Y3) – Year B

Switched on Computing						
Computing	2.2 We are games testers (Computer Science: Computational thinking)	2.4 We are safe researchers Digital Literacy: Online Safety	2.6 We are zoologists Information Technology: Data	3.1 We are programmers (Computer Science: Coding)	3.3 We are presenters (Information Technology: Media)	3.5 We are co-authors (Information Technology: Media)
	Charanga – Listen & appraise, musical activities, perform & share					
Music	3.1 Let your spirit fly	3.2 Glockenspiel Stage 1	3.3 Three Little Birds	3.4 The Dragon Song	3.5 Bringing us together	3.6 Reflect, rewind, replay
PE	OAA – Orienteering Football	Wild Tribe Netball	HRE Gymnastics	Seated Volleyball / Dance Wild Tribe	Badminton Athletics	Cricket Athletics