

St Tudy School Curriculum

At St Tudy Church of England Primary School teaching and learning is underpinned by a comprehensive skill-based curriculum. This enables us to provide inspiring and reflective learning opportunities that meet both pupils' specific learning needs and their interests. While fulfilling the statutory requirements of the new framework. Our curriculum contains the following strands of learning.

Learning About Religion	RE	Learning From Religion
Literacy	Maths	Science
Speaking & Listening	Use & Application	Working Scientifically
Reading	Problem Solving	Planning
Reading Words	Communicating	Recording Evidence
Reading Comprehension	Reasoning	Conclusions
Writing	Number & Number Systems	Living Things
Phonics & Spelling	Number & Place Value	Animals & Humans
Punctuation	Number Operations	Plants
Vocabulary	Written Methods	All Living Things
Sentence & Text	Calculator Methods	Life Processes
Composition	Fractions, Decimal & Percentages	Habitats
Handwriting & Presentation	Algebra	Materials
Writing Genre	Geometry	Everyday Materials
	2D Shapes	Changing materials
	3D Shapes	Light & Sound
	Position & Movement	Electricity
	Position & Direction	Forces & Magnets
	Ratio & Proportion	
	Measures	
	Length	
	Mass	
	Capacity & Volume	
	Time	
	Statistics	
	Processing & Representing Data	
	Interpreting Data	

Computing	Design & Technology	Geography
Finding Things Out	Designing	Geographical Enquiry
Making Things Happen	Making	Geographical Skills & Fieldwork
Programming	Evaluating	Location & Place Knowledge
Sharing & Reviewing	Axels, Pulleys & Gears	Human & Physical Features
Investigating & Exploring	Electrical & Mechanical Components	Sustainability
	Mechanisms	History
	Structures	Enquiry
	Food Technology	Chronology
	Textiles	Historical Events
		Significant Historical People
		Lifestyles of People in the Past
Art & Design	Modern Foreign Languages	Physical Education
Drawing	Listening & Responding	Gymnastics
Painting	Speaking	Dance
3D Modelling	Writing	Invasion games
Printing		Athletics
Textiles		Swimming
		OAA/Orienteering

St Tudy C of E Primary School Themes and Contexts for Learning		
Autumn 1 2017		
Class One	Class Two	Class Three
	Tale as Old as time	Sheep pig
Literacy		
<p>English & Spelling / Grammar Daily RWI Phonics/Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting/Finger Gym (EYFS). SPAG Emphasis for Year1.</p> <p>Stories Inside out This is the bear Where's my teddy Hansel and Gretel Our Houses</p> <p>Daily RWI Get Writing programme</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting. SPAG Emphasis for Year 2.</p> <p>4 Weeks Fiction – Storytelling into Writing: Focuses: character and settings descriptions, recount writing, imitation, innovation & inventions.</p> <p>2 Week – Letter writing and Newspaper reports Newspaper reports about kidnaping of Belle and letters to Beast asking him to release her</p> <p>1 Week – Poetry and riddles Linked to characters and story elements</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting. SPAG Emphasis for Year 6.</p> <p>4 weeks Fiction A look at the book Sheep pig Breakdown of what is good in the story and then writing in the theme of an unassuming hero who defies expectation.</p> <p><u>Non-planned discussion text on whether it is right to take a knee-Donald Trump Was this Autumn 1 or 2? Check books?</u></p> <p>2 weeks Biographical work on Dick King-Smith</p>
Maths Focus		
<p>Year 1</p> <ul style="list-style-type: none"> Number and Place Value Up to 10 Adding and Subtraction Up to 10 <p>Reception</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. 	<p>Embedding x2, x3, x5 & x10 tables. 4x operations. Reading & interpreting data handling problems. Weight & Capacity practical investigations. Identifying & continuing number sequences. Inverse number operations & facts. Position, direction & movement. Practical problem solving.</p>	<ul style="list-style-type: none"> Embedding all tables. 4x operations, efficient strategies. Identifying & continuing number sequences. Inverse number operations & facts. Estimation and approximation. Adding, subtracting, multiplying and dividing fractions Daily Reasoning and justification of answers
Science		
<p>SCIENCE – All about me/ Seasonal changes Understanding the world/health and self-care (EYFS)</p>	<p>SCIENCE – ELECTRICITY. Identifying power sources, ways we get electricity, making and</p>	<p>SCIENCE – Science working scientifically & Animals including Humans:</p>

<p>To identify and locate parts of the body</p> <p>To learn humans have the same body parts</p> <p>To recognise changes as we grow</p> <p>To observe and measure</p> <p>To recognise changes as humans and animals grow</p> <p>To know humans are animals</p> <p>To recognise what humans need to stay alive</p> <p>To recognise what humans need to be healthy</p> <p>To know the human life cycle</p> <p>To know humans have young</p> <p>To recognise what humans need to be healthy</p> <p>To observe and compare humans and animals</p> <p>To name and use our 5 senses</p>	<p>drawing circuits, safety around electricity.</p> <p>Electrical fun!</p> <p>Understanding electrical safety</p> <p>Building a circuit</p> <p>Good conductor, bad conductor?</p> <p>Showing what you know!</p> <p>It's electric!</p>	<p>Investigate changes in animals and humans.</p> <p>Looking into the various systems that are relevant in humans and animals. How a human develops from a foetus to a child. The importance of the heart and blood and how water and nutrients are transported in animals, including humans.</p>
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<p>I am special</p> <p>To identify the importance of belonging to different groups</p> <p>To identify what matters to them and others</p> <p>Harvest</p> <p>Who is God?</p> <p>Who made the world?</p>	<p>Introduction to Judaism</p> <p><u>Jewish belief about G-d</u></p> <p>G-d is One, good</p> <p>G-d is creator</p> <p>G-d cares for all people</p> <p><u>Belief exemplified through:</u> The Shema, mezuzah, tefillin, tzitzit, the first of 5 commandments, prayer, psalms and songs, stories, wearing of kippah and tallit.</p> <p><u>Festivals and celebrations</u></p> <p>Pesach, Shavuot and Sukkot.</p> <p><u>Worship and the community</u></p> <p>The synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi.</p> <p style="text-align: center;">Half Termly Value & Harvest</p>	<p>Religious Education</p> <p>Christianity: God</p> <p>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. Children will look to further their understanding of what it is like to know God and develop key vocabulary on the subject.</p>
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Topic

<p style="text-align: center;">GEOGRAPHY – Y1</p> <p>All about Cornwall and your local surrounding St Tudy (school and home)</p> <p>Use simple fieldwork and observational skills to study the geography of their school & its grounds + the key human & physical features of its surrounding environment.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p style="text-align: center;">HISTORY – The History & Life of Walt Disney</p> <p>Introduction to use of KS1/2 BLP project planning frame – researching and writing about the life of Walt Disney, including his films and theme parks.</p> <p>Looking a beast and relating it to the Beast of Bodmin moor</p> <p style="text-align: center;">GEOGRAPHY – Disney Castles</p> <p>Introduction of the KS1/2 BLP project planning frame –</p>	<p style="text-align: center;">GEOGRAPHY –</p> <p>Farms and landscapes</p> <p>Children will investigate physical and human geography and discussing reasons for farming areas within the country and abroad. What aspects are important and which of these can be influenced by humans.</p>
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<p>HISTORY – Local history and Family history</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>Family tree- Understanding the world(EYFS)</p> <p>Family history - Create a family tree by looking back at your family history. Plot a personal time line. • Learn about The Royal Family using this time line.</p> <p>MUSIC- singing Singing familiar songs Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p>researching the location of the Disney theme parks, placing them on a map and identifying the cities and countries.</p>	
PE		
<p>MULTI-SKILLS (Agility/Balance/Coordination) MULTI-SKILLS: Balls/Games</p>	<p>Multi-skills Physical literacy</p>	<p>PE Invasion games: Netball and Tag Rugby will be the focus for Term 1. Children will continue to develop fundamental movement skills and apply these through a variety of sporting environments; opportunities to compete in small sided game scenarios will once again be given through lesson time, after school clubs and school team selection.</p>
ART and DT		
<p>ART AND DESIGN/ Expressive Art and Design</p> <p>Paint portrait of myself Paint portrait of a friend Discuss different background to reflect different emotions and moods. Observational drawing of fruit Discuss healthy fruit and vegetables Plan, design and make a healthy fruit smoothie Plan, design and make a vegetable soup.</p>	<p><i>Art and design linked to Harvest.</i></p> <p><i>Art linked to beasts</i></p>	<p>ART AND DESIGN Water colour skills and landscapes. Children will develop their water colour techniques before applying these to pictures of the local area.</p>

St Tudy C of E Primary School Themes and Contexts for Learning		
Autumn 2 2017		
Class One	Class Two	Class Three
	The world is my Oyster	WW1

Literacy		
<p>English & Spelling / Grammar Daily RWI Phonics/Guided Reading /Guided writing / Shared writing/ Comprehension Challenges / Weekly Spellings / Handwriting/Finger Gym (EYFS). SPAG Emphasis for Year1.</p> <p style="text-align: center;">Stories Owl Babies Dairy of a Spider Stick Man Animal Reports Sports people Facts Daily RWI Get Writing</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting. SPAG Emphasis for Year 2.</p> <p style="text-align: center;">3 Weeks Fiction – Storytelling into Writing: Mr Peabody & Sherman Focuses: character and settings descriptions, recount writing, imitation, innovation & inventions.</p> <p style="text-align: center;">2 Weeks – Newspaper Reports Linked to time travel.</p> <p style="text-align: center;">2 Weeks – Instruction Writing Linked to making a time machine</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting. SPAG Emphasis for Year 6.</p> <p style="text-align: center;">Poetry A look at WW1 poetry and a chance to write something poignant for Remembrance Day. Children will look at stylistic features of poetry and apply them to their own work.</p> <p style="text-align: center;">War Horse A look at the excellent book by Michael Morpurgo. Digging deeper into how he hooks readers and various grammatical features that have helped to make him such a renowned author. Children will pull apart the bones of the story before writing their own based around the theme of Warhorse</p> <p style="text-align: center;">Diary writing Using their newly enhanced knowledge of WW1 children will write a first person account of a soldier during WW1. Thought tracking will allow children to share their ideas of what it could have been like to have been there.</p>
Maths Focus		
<p>Year 1</p> <ul style="list-style-type: none"> • Subtraction • Multiplication • Division • Odd and even numbers • Halves and doubles <p>Reception</p> <ul style="list-style-type: none"> • Recognising numerals • Estimating and counting • Adding • Subtracting • 1 more 1 less. 	<p>Embedding x2, x3, x5 & x10 tables. 4x operations. Reading & interpreting data handling problems. Weight & Capacity practical investigations. Identifying & continuing number sequences. Inverse number operations & facts. Position, direction & movement. Practical problem solving.</p>	<ul style="list-style-type: none"> • Embedding all tables. • 4x operations, efficient strategies. • Reading & interpreting data handling problems. • Weight & Capacity practical investigations. • Inverse number operations & facts. • Estimation and approximation. • Position, direction & movement. • Practical problem solving. • Adding, subtracting, multiplying and dividing fractions • Daily Reasoning and justification of answers • Fractions, decimals and percentages
Science		
<p style="text-align: center;">SCIENCE – Pets/Animals/ Seasonal changes Understanding the world (EYFS)</p>	<p style="text-align: center;">SCIENCE – Forces & Motion All on the surface Forces to be reckoned with!</p>	<p style="text-align: center;">SCIENCE – Science working scientifically & Forces.</p>

<p>Animals, including humans (Year 1)</p> <p>i) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>iii) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Reception</p> <ul style="list-style-type: none"> Know about similarities and differences in relation to living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur. <p>Observation of weather ongoing.</p>	<p>A question of magnetism</p> <p>Attractive materials</p> <p>Poles apart</p> <p>Fun and games</p>	<p>A creative and hands on approach to Forces. Children will be given the chance to investigate a variety of forces based situations to strengthen their knowledge in this area and improve their ability to work scientifically</p>
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<p>Religious Education /Understanding the World</p> <p>Incarnation</p> <p>Christmas Story</p> <p>Nativity Play</p>	<p>Introduction to Judaism</p> <p><u>Jewish belief about G-d</u></p> <p>G-d is One, good</p> <p>G-d is creator</p> <p>G-d cares for all people</p> <p><u>Belief exemplified through:</u></p> <p>The Shema, mezuzah, tefillin, tzizit, the first of 5 commandments, prayer, psalms and songs, stories, wearing of kippah and tallit.</p> <p><u>Festivals and celebrations</u></p> <p>Pesach, Shavuot and Sukkot.</p> <p><u>Worship and the community</u></p> <p>The synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi.</p> <p>Half Termly Value & Christmas</p>	<p>Religious Education</p> <p>Christianity: Incarnation</p> <p>The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans. Children will look at Incarnation and consider the holy trinity; how God is creative sending his son to save us and consider how the Holy Spirit enables Christians to worship God.</p>
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Topic

<p>HISTORY – Sportspeople</p> <p>To be taught about the lives of significant individuals in the past who have contributed to national and international achievements; To know where the people and events they study fit within a chronological framework and identify similarities and differences</p>	<p>HISTORY – How travel has changed...</p> <p>How transport has changed</p> <p>Vikings</p> <p>Cars</p> <p>Trains</p> <p>Flights</p> <p>Comparing past and present</p> <p>GEOGRAPHY – All around the world</p> <p>North and south</p> <p>Over and around</p>	<p>History WW1</p> <p>A look at the causes of World War 1 and why it is consider 'The Great War'. Consider what is was like to be a soldier and someone at home during this time. A look into propaganda, rationing and what brought about the end of WW1.</p>
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<p>between ways of life in different periods.</p> <p>MUSIC- singing</p> <p>Singing familiar songs Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>	<p>Top and bottom In the tropics On the line All the time in the world</p>	<p>MUSIC Recorders.</p> <p>The children will receive the expert guidance of a teacher from Cornwall music hub who will support their development throughout a series of lessons.</p>
PE		
<p>PHYSICAL LITERACY (Run/Jump/Throw) DANCE</p>	<p>Multi-skills Dance</p>	<p>Invasion games: Netball and Tag Rugby will be the focus for Term 2. Children will continue to develop fundamental movement skills and apply these through a variety of sporting environments; opportunities to compete in small sided game scenarios will once again be given through lesson time, after school clubs and school team selection.</p> <p>Dance: A look into dances from previous eras and a chance for children to compose in the style of.</p>
ART and DT		
<p>ART AND DESIGN/ Expressive Art and Design</p> <p>Animals made out of leaves Animal silhouettes Hedgehogs with clay Hedgehogs with bread Smoothie making Hedgehog paper plate Animal painting and collages.</p>	<p>Art lessons are taken by Mrs Titcomb</p>	<p>Making models - Creating landscapes or war artefacts.</p>

St Tudy C of E Primary School Themes and Contexts for Learning		
Spring 1 2018		
Class One	Class Two	Class Three
	Warning may cause toe taping	Winter Olympics
Literacy		
<p>English & Spelling / Grammar Daily RWI Phonics/Guided Reading /Guided writing / Shared writing/ Comprehension Challenges / Weekly Spellings / Handwriting/Finger Gym (EYFS). SPAG Emphasis for Year1. Stories Frozen</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting. SPAG Emphasis for Year 2. 3 Weeks Fiction – Storytelling into Writing: Happy Feet</p>	<p>English & Spelling / Grammar Twice weekly SPAG, Weekly Guided Reading / Comprehension Exercises / Weekly Spelling focus / Handwriting. End of Key Stage revision for Year 6.</p>

<p>Little Pip Dear Polar Bear Information books about polar animals and the poles. Other stories that will fit in with the topic Frozen Kingdom</p> <p>Daily RWI Get Writing Programme</p>	<p>Focuses: character and settings descriptions, recount writing, imitation, innovation & inventions.</p> <p>1 Week – Non Chronological reports</p> <p>All about penguins – Emperor Penguin</p> <p>1 Week – Persuasive writing</p> <p>Pet penguin</p>	<p>Chronological reports and report writing Retelling bible stories Retelling sections of narratives</p> <p>Persuasive writing Olympic skating disputes (Bonaly)</p> <p>Character Studies Character studies from Great Expectations</p>
Maths Focus		
<p>Year 1</p> <ul style="list-style-type: none"> • Subtraction • Multiplication • Division • Measurements • Halves and doubles <p>Reception</p> <ul style="list-style-type: none"> • Recognising numerals • Estimating and counting • Adding • Subtracting • Measurements 	<p>Embedding x2, x3, x5 & x10 tables. 4x operations. Reading & interpreting data handling problems. Weight & Capacity practical investigations. Identifying & continuing number sequences. Inverse number operations & facts. Position, direction & movement. Practical problem solving.</p>	<p>Embedding up x12 tables. 4x operations. Weight & Capacity Practical Investigations. Number sequences (Pascal's Triangles) Commutivity Place Value (Including binary)</p>
Science		
<p>SCIENCE – Polar Animals/ Seasonal changes Understanding the world (EYFS)</p> <p>Animals, including humans (Year 1) i) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals iii) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Reception</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur. <p>Observation of weather ongoing.</p>	<p>SCIENCE – Habitats Is it living? A kingdom of plants! Amazing invertebrates Fantastic fish and astounding amphibians Brilliant birds and remarkable reptiles Magnificent mammals</p>	<p>SCIENCE – Habitats Materials Properties Change of state</p>
RE		

<p style="text-align: center;">Religious Education /Understanding the World</p> <p>Gospel- What is the good news that Jesus brings?</p>	<p style="text-align: center;">PEOPLE OF GOD</p> <p style="text-align: center;">What is it like to follow God?</p> <p style="text-align: center;">Understanding Christianity Lower KS2 unit</p> <p style="text-align: center;">Half Termly Value Trust</p>	<p style="text-align: center;">PEOPLE OF GOD</p> <p style="text-align: center;">What is it like to follow God?</p> <p style="text-align: center;">Understanding Christianity Upper KS2 unit</p> <p style="text-align: center;">Half Termly Value Trust</p>
Topic		
<p style="text-align: center;">GEOGRAPHY –</p> <p>Why don't penguins need to fly? This enquiry focuses very much on the natural environment and places where there is little or no human presence. Through a number of engaging stories, pupils are first introduced to the continent of Antarctica and are able to locate it in relation to all the continents and oceans of the world. Antarctica is the coldest, windiest and driest place on Earth and as such provides a real comparison to the environment of the pupils' local area. Through the study of hot and cold areas of the world (and the reasons why these places are located where they are) pupils are able to understand why Antarctica is so cold and dry. The concept of a desert is developed through a comparative study of the Sahara Desert and pupils are able to consolidate their understanding of adaptation by comparing the life of Emperor Penguins with that of Camels. Further progression occurs through looking at the country of Zambia (the home of Marco the Monkey) and the physical features of rivers including waterfalls such as Victoria Falls.</p> <p>Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as 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. <p>Use simple observational skills to study key human and physical features of environments.</p> <p style="text-align: center;">MUSIC singing/ rhythms Singing familiar songs Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p style="text-align: center;">GEOGRAPHY – Cold cold cold</p> <p style="text-align: center;">Footprints to Antarctica</p> <p>Inspired by a lost penguin, find out information about Antarctica and the penguins who live there.</p> <p style="text-align: center;">Inside the Freezer</p> <p>Generate and ask questions about Antarctica. Research and find the answers using the internet.</p> <p style="text-align: center;">The Penguin Huddle</p> <p>Find out more about penguins and how they cope with the extreme weather conditions. Work together to make a penguin huddle.</p> <p style="text-align: center;">What a Wonderful World!</p> <p>Investigate and discuss the impact of climate change and think of ways to help the environment. Create a class eco-code.</p> <p style="text-align: center;">GEOGRAPHY – Antarctica</p> <p>Where are the continents & oceans? What is it like in Antarctica? What is life like in Antarctica? What is the landscape like in Antarctica? What animals are there in Antarctica?</p>	<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">South Korea Economic and political perspective Retrieving information from different sources</p>

Play tuned and un-tuned instruments musically		
PE		
GYMNASTICS SWIMMING	Swimming Gym	Swimming Gym
ART and DT		
ART AND DESIGN/ Expressive Art and Design Winter Tree Painting Frozen Landscapes Norther Light pictures Keyhole paintings Snowflakes Polar animal paintings Snow storm jar Polar bear cookies Hot chocolate	Art lessons are taken by Mrs Titcomb	Korean Artists and their art Painting Observational Drawing

St Tudy C of E Primary School Themes and Contexts for Learning		
Spring 2 2018		
Class One	Class Two	Class Three
	Where dreams come true	
Literacy		

<p>English & Spelling / Grammar Daily RWI Phonics/Guided Reading /Guided writing / Shared writing/ Comprehension Challenges / Weekly Spellings / Handwriting/Finger Gym (EYFS). SPAG Emphasis for Year1. Adventure Story Writing Newspaper Report Stories Harry and a dinosaur full of buckets and other dinosaur stories The Secret Dinosaur</p> <p>Information books about dinosaurs, fossils and. Other stories that will fit in with the topic Bones and Stones</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension Challenges / Weekly Spellings / Handwriting. SPAG Emphasis for Year 2.</p> <p>3 Weeks Fiction – Storytelling into Writing: Focuses: character and settings descriptions, recount writing, imitation, innovation & inventions.</p> <p>1 Week – Play scripts Making own plays based on story on Moana</p> <p>1 Week – Instructional writing How to make Maui Fish Hook</p>	<p>English & Spelling / Grammar Daily RWI Phonics, Guided Reading / Comprehension / Weekly Spellings incl. Targeted individual spelling / Handwriting. SPAG . Class Reader – The Silver Sword is a novel by Ian Serraillier</p> <p>Reading Focus</p> <ol style="list-style-type: none"> 1. Range of books 2. Poetry 3. Exploring meaning 4. Retrieving information 5. Figurative language 6. Building ideas <p>Writing Focus Continue to focus (on-going) on individual pupil weakness)</p> <ol style="list-style-type: none"> 1. Characterisation 2. Concord 3. Vocabulary 4. Paragraphing 5. Presentation 6. Agreement (verbs)
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Maths Focus

<p>Year 1</p> <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication • Division • Halves and doubles <p>Reception</p> <ul style="list-style-type: none"> • Recognising numerals • Estimating and counting • Adding • Subtracting • Doubles 	<p>Embedding x2, x3, x5 & x10 tables. 4x operations. Reading & interpreting data handling problems. Weight & Capacity practical investigations. Identifying & continuing number sequences. Inverse number operations & facts. Position, direction & movement. Practical problem solving.</p>	<ol style="list-style-type: none"> 1. Division of numbers up to 4 digits 2. Divide numbers up to 4 digits by a two-digit number using the formal written method 3. Solves problems involving addition, subtraction, multiplication and division. 4. Uses simple formulae. 5. Finds pairs of numbers that satisfy an equation with two unknowns 6. Compares and classifies geometric shapes based on their properties and sizes 7. Find unknown angles in any triangles quadrilaterals, and regular polygons
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Science

<p>SCIENCE – Dinosaurs/Fossils</p> <p>Material</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways 	<p>British science week Exploration and discovery EXPLORING THE OUTDOORS Poo from the past Great grasshoppers Augmented reality minibeasts Brilliant birds Bug hotel</p> <p>EXPLORING OUR HOMES Plastic milk</p>	<p>Electricity</p> <ol style="list-style-type: none"> 1. Revision of previous learning 2. Practical construction of circuits 3. How to record experiments using correct symbols 4. Experiment with more complex circuits including
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<ul style="list-style-type: none"> observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Confusing cans Squashed tomatoes</p> <p>EXPLORING THE WORLD Ocean grabber Polar explorer food Astro-nappy Ocean floor mission Escape from the ice Run to the Deep</p>	<p>parallel and two-way switching</p>
RE		
<p>Religious Education /Understanding the World Salvation- Easter- Why do Christians put a cross in an Easter gardens? (REC) Why does Easter matter to Christians? (Year 1 and 2)</p>	<p>How do Christians make a difference in Cornwall? Easter experience</p>	<p>How do Christians make a difference in Cornwall? (St Piran) Brief study of prayer book rebellion Easter experience</p>
Topic		
<p>History Topic</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally Explore the times when the dinosaurs lived on Earth Compare the differences 	<p>Create a diary entry of a character from a fairy tale Apply knowledge of different materials to create puppets for our fairy tale diary characters Explain how Wallace and Gromit's Snoozatron works Describe our favourite Disney characters using ambitious vocabulary Create a range of poems on our favourite Disney characters</p>	<p>HISTORY</p> <ol style="list-style-type: none"> Post war political mapping Berlin air lift and rise of soviet state Glasnost and the collapse of Soviet state European Union European Union <p>GEOGRAPHY (Europe)</p>

<p>What happened? Where are they now? What do fossils and stones tell us about the past</p> <p>Geography</p> <p>Looking at maps to explore where dinosaurs lived Looking at fossils and stones and how they were found How do a volcano work? Minecraft- How do we get important stones. Minerals and why? Exploring landscapes and names them.</p> <p>MUSIC- singing/ rhythms Singing familiar songs Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Dinosaur rhythms</p>	<p>Learn about Walt Disney's life and accomplishments Write a report on the life of Walt Disney</p>	<ol style="list-style-type: none"> Physical/political maps - Europe Capitals and Countries Rivers and topography Climate and weather Longitude and latitude
PE		
<p>MULTI-SKILLS INVASION GAMES</p>	<p>Invasion Games – Football / Hockey OAA – Team Building & Orienteering</p>	<p>Invasion Games – Football / Hockey</p>
ART and DT		
<p>ART AND DESIGN/ Expressive Art and Design</p> <p>Painting Dinosaurs Creating bones Dinosaurs landscapes Volcano pictures Fossil making Making dinosaurs with movable parts mixed media Dinosaur skeleton Easter gardens</p>	<p>Art related to Disney theme - Moana</p>	<p>ART AND DESIGN</p> <ol style="list-style-type: none"> Art chronology 15thC to 20thC Abstract Expressionism Abstract Expressionism Pop Art Pop Art Pop Art <p>Including painting, colouring techniques and collage</p> <p>Artists Jackson Pollock, Mark Rothko, Robert Rauschenberg, Franz Kline, Robert Motherwell</p> <p>Andy Warhol, Roy Lichtenstein, David Hockney, Robert Rauschenberg, Jasper Johns</p>

