

Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Foundation Class	History/Geo	How have I changed since I was a baby? Where do I live?	Let's Celebrate Why do we celebrate special times?	What were toys like in the past? Arctic and Cold What is life like in a cold environment?	What is life like in a hot environment?	Exploring people who help us?	Exploring maps	
	sequencing	<ol style="list-style-type: none"> To begin to make sense of our own life story To understand that humans change as they grow To describe the changes from birth to starting school 	<ol style="list-style-type: none"> To be able to discuss celebrations that are special to them To recognise that people have different beliefs and celebrate special times in different ways To look at key celebrations that we celebrate at school and home 	<ol style="list-style-type: none"> To identify what toys are like today. To know what our parents and grandparents' toys were like and how we know. To know what toys were made from in the past. 	<ol style="list-style-type: none"> To know there are different countries in the world To recognise that some environments are different to the one in which they live To recognise some similarities between life in this country and other countries 	<ol style="list-style-type: none"> To discuss what we want to be when we grow up To explore different occupations To recognise occupations of people who help us 	<ol style="list-style-type: none"> To identify key places within the school/community To create a simple map To draw information from a simple map 	
	composite	An understanding of how we have changed since I was a baby	An understanding of where we live	An understanding of why we celebrate special times	An understanding of what toys were like in the past To have an understanding on what life is like in a cold environment	An understanding on what life is like in a hot environment	An understanding of people who help us and their occupations	An understanding of how to use a simple map
	Science	How do I look after my body?	Oral Health-How do I look after my teeth?	Exploring ice.	What is a life cycle – butterflies.	Exploring animals	Science Week	
	sequencing	To be able to explain the importance of oral hygiene To know how to look after our bodies and personal hygiene To know the importance of eating a variety of fruit and vegetables To be able to brush my teeth efficiently To be able to make healthy food choices		To know that ice, ice-cream, chocolate and bread can change states To know that some changes cannot be undone To know that some change can happen more than once To be able to use their sense to explore the change of states	To know what a life cycle is To be able to describe the life cycle of a butterfly To be able to explain that animals change as they grow To be able to observe minibeasts closely To be able to select equipment and materials to create a bug habitat To be able to use senses to explore the outdoors	To be able to know the names of animals and their babies To be able to explain that animals change as they grow To know that animals live in different habitats To be able to use my senses to explore the outdoors	To be able to make observations and simple comparisons To be able to perform a simple test on waterproof materials To be able to explore their sense of taste to classify different foods To be able to make simple predictions To be able to recognise simple types of forces and describe their effects	
	composite	An understanding of how to look after themselves		An understanding of what happens when materials are heated or cooled	An understanding of life-cycles of butterflies	An understanding of animals and how they change	To develop their working scientifically skills	
	Computing /ICT	Using the iPad and accessing educational games. Understanding safety online.		Simple Programming / Computational Thinking WHOLE SCHOOL: INTERNET Safety Internet Day 07/02/23 - Theme "Together for a better internet"		Creating simple algorithms / Learning to Type		
	Linked with online Safety	Self-Image and Identity I can recognise, online or offline, that anyone can say 'no'/'please stop' 'I'll tell' 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. I can explain what is meant by the term 'identity'.		Online Relationships I can recognise some ways in which the internet can be used to communicate		Managing information online: I can identify devices I could use to access information on the internet.		
	sequencing							
	composite							
	PSHE	BM (Being Me in My World) Who...Me? How am I feeling today? Being at School. Gentle hands. Our Rights. Our Responsibilities.	CD (Celebrating Difference) What am I good at? I'm special, I'm me! Families. Houses and Homes. Making Friends. Standing up for yourself.	DG (Dreams and Goals) Challenge; Never Giving up: setting a goal; obstacles and support; flight to the future; footprint awards.	HM (Healthy Me) Everybody's body; we like to move it, move it!; Food Glorious Food; Sweet Dreams; keeping Clean; Stranger Danger.	RL (Relationships) My family and me. Make friends, never ever break friends (part 1 and 2), falling out and bullying (part 1 and 2). Being the best friends, we can be.	CM (Changing Me) My body; respecting my body; growing up; fun and fears (part 1 and 2); celebration.	
	sequencing	<ol style="list-style-type: none"> To understand how it feels to belong and that we are similar To start to recognise and manage my feelings To enjoy working with others to make school a good place to be To understand why it's good to be kind and use gentle hands To start to understand children's rights and this means we should all be allowed to learn and play To learn what being responsible means 	<ol style="list-style-type: none"> To identify something I am good at and understand everyone is good at different things To understand that being different makes us all special To know that we are all different but the same in some ways To tell you why I think my home is special to me To tell you how to be a kind friend To know which words to stand up for myself when someone does or says something unkind 	<ol style="list-style-type: none"> To understand that if I persevere I can tackle challenges To be able to tell you about a time I didn't give up until I achieved my goal To be able to set a goal a work towards it To be able to use kind words to encourage people To understand the link between what I learn now and the job I might like to do when I'm older To talk about how I feel when I achieve a goal and know what it means to feel proud 	<ol style="list-style-type: none"> To understand that I need to exercise to keep my body healthy To understand that moving and resting are good for my body To know which foods are healthy and not so healthy and be able to make healthy eating choices To know how to help myself go to sleep and understand why sleep is good for me To be able to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet To know what a stranger is and how to stay safe if a stranger approaches me 	<ol style="list-style-type: none"> To identify some of the jobs I do in my family and how I feel like I belong To know how to make friends to stop myself from feeling lonely To be able to think of ways to solve problems and stay friends To be able to understand the impact of unkind words To be able to use Calm Me time to manage my feelings To know how to be a good friend 	<ol style="list-style-type: none"> To be able to name parts of the body To be able to tell you some things I can do and foods I can eat to be healthy To understand that we all grow from babies to adults To express how I feel about moving to Year 1 To be able to talk about my worries and/or the things I am looking forwards to about being in Year 1 To be able to share my memories of the best bits of this year in Reception 	
	composite							
	RE	F1 Why is the word 'God' so important to Christians?	F2 Why is Christmas special for Christians?	F3 Why is Easter special for Christians?	F4 Being special: where do we belong?	F5 Which places are special and why?	F6 Which stories are special and why?	
	sequencing	<ol style="list-style-type: none"> I can retell the story of Creation. I can say how many Christians thank God. I express ideas and feelings about the wonders of the natural world 	<ol style="list-style-type: none"> I can recall some of the things Christians do to celebrate Christmas. I have an understanding of what 'incarnation' means. I can make connections between Bible stories 	<ol style="list-style-type: none"> I can recall some of the stories connected to Easter. I can say why Christians celebrate Easter. 	<ol style="list-style-type: none"> I can recall a religious story that connects to a personal experience. I know that a Christian baptism is a special time. I recognise that there are special occasions for us all. 	<ol style="list-style-type: none"> I know that many religious people have special places to pray to God. I can talk about some of the things one might find in a religious building. I can explain why a place is special to me. 	<p>I can talk about some religious stories. I can talk about some of the things these stories teach believers. I can express feelings about some of the stories they have heard.</p>	

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			and personal experiences.	3. I recognise that Easter is connected to Spring and 'new life'.			
composite	An understanding of why the word 'God' so important to Christians	An understanding of why Christmas is special for Christians	An understanding why Easter is special for Christians	An understanding of special times for Christians	An understanding special places for Christians	An understanding special stories for Christians	
DT/Art	Andy Goldsworthy- Art in Nature	Christmas textiles – weaving	Archimbollo Portraits with food	Structures Bridges	Hundertwasser Painting and Collage	Boats	
sequencing	To be able to sort items by materials, shape and colour To be able to identify different textures and record them using a rubbing technique To be able to draw a natural object To be able to make art in nature using natural resources. To be able to make a collaborative collage To be able to create an imprint of natural objects	To be able to research a range of materials To be able to weave (large scale) To be able to weave (paper) To be able to design my weaving pattern To be able to follow a design to make my product To be able to evaluate my product	To be able to tell you something about an artist To be able to create a portrait using fruit and veg To be able to create a collage portrait To be able to draw a self-portrait using the correct shapes To be able to paint a self-portrait using the correct colours To be able to print with vegetables.	To be able to discuss different types of bridges To be able to test which materials are strongest To be able to make paper stronger To be able to design a bridge To be able to make a bridge To be able to evaluate my bridge	To be able to identify the primary colours To be able to identify and use different shapes To be able to create a collage using circles To be able to sculpt a spiral using playdough To experiment with watercolours To be able to create a wax resist	To be able to identify the features of a boat To be able to identify materials that float and sink To be able to investigate the best boat shape To be able to design my boat To be able to make my boat To be able to evaluate my boat design	
composite	Art using nature	Soup	Weaved Christmas bauble	Self Portrait using fruit and vegetables	Bridge	Collage using shapes	Boat
PE	Real PE U1-Personal Real PE -Foundations	Real PE U2-Social Real GYM U1	Real PE U3-Cognitive Real Dance -U1	Real PE U4-Creative Real GYM U2	Real PE U5-Physical Swimming	Real PE U6-Fitness Swimming	
sequencing	1. I can work on simple tasks with help 2. I can follow instructions and practise safely 3. I can work on simple tasks by myself	1. I can play with others and take turns and share with help. 2. I can work sensibly with others, taking turns and sharing	1. To follow simple instructions 2. To understand and follow simple rules 3. To name some things I am good at	1. To observe and copy others 2. To explore and describe different movements	1. To perform a single skill or movement with some control 2. To perform a small range of skills and link two movements together 3. To move confidently in different ways	1. To understand why exercise is important for good health 2. To be aware of the changes to the way I feel when I exercise	
composite	To perform a variety of footwork movements and to balance on one leg	To perform controlled jumping and landing and a variety of seated balances	To perform Dynamic Balance on a line and a Static Balance	To develop ball skills and perform a Counter Balance with a partner	Big Top Time and Magic Bean	The Hairy, Scary Woods and Little Kitties Time to Play	
Music-Charanga	Me! (Learn to sing nursery rhymes and action songs: Pat-a-cake, 1,2,3,4,5 Once I caught a fish, This Old Man, Five little Ducks, Name Song, Things for Fingers.	My Stories (Learn to sing nursery rhymes and action songs: I'm a little teapot, The Grand Old Duke of York, Ring O'Roses, Hickory Dickory Dock, Not Too Difficult, The ABC song.	Everyone! (Learn to sing nursery rhymes and action songs: Wind The Bobbin Up, Five Little Monkeys, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees and Toes. .	Our World! (Learn to sing nursery rhymes and action songs: Old Macdonald, Incy Wincy Spider, BaaBaa Black Sheep, Row, Row your boat, The wheels on the bus, The Hokey Cokey.	Big Bear Funk -a transition unit preparing for children learning music in Year 1. .	Reflect, Rewind & Replay -consolidating the learning that has occurred all year, revisiting chosen nursery rhymes and/or songs.	
sequencing	To listen and respond to a different style of music each week/step To explore and create (initially using voices only but building to using classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform	To listen and respond to a different style of music each week/step To explore and create (using voices and classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.	To listen and respond to a different style of music each week/step. To explore and create (initially using voices only but building to using classroom instruments too. To sing nursery rhymes and action songs, building to singing and playing. To share and perform.	To listen and respond to a different style of music each week/step To explore and create (using voices and classroom instruments too. To sing nursery rhymes and action songs To share and perform.	To listen and appraise a different piece of Funk music each week/step To explore and create (using voices only but building to using classroom instruments too. To sing Big Bear Funk and revisit a selection of nursery rhymes and action songs, To share and perform.	To listen and respond to a different style of music each week/step To explore and create (using voices and classroom instruments too. To sing and play by revisiting a selection of nursery rhymes and action songs To share and perform.	
composite							
Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History/Geo	Castles	Local Area	Mary Anning/Dinosaurs	The UK	Seaside today and in the past	UK Weather
	sequencing	To understand who William the Conqueror was and why and how he came to England. To understand how William conquered England and what he did after he conquered England. To recognise different ways in which the past can be represented. To discuss if they think that William had a right to challenge Harold. To learn about the first castles in England. To understand the positioning of castles in the landscape. To discuss materials first castles built from and why. To learn about the progression of castles through time. To sequence selection of castles along a timeline. To learn about the different parts of castles. To draw a plan of a castle. To understand the importance of a castles defences. To learn who lived in castles and the jobs they did. To learn about life in the castle. To learn about jousts. To learn about life in the castle. To learn about banquets and feasts. To learn how a castle defended itself from attack. To learn how an army may attack a castle. To learn about the fate of castles and their purpose today. To decide which building materials they would if they built a castle today.	To locate Newlyn and the United Kingdom on a map. To use simple compass directions. To use simple compass directions to locate features on a map. To identify human and physical features of the local area. To identify human and physical features of the local area on an aerial map. To devise a simple map using symbols and a key.	To understand why we still remember the life of a young lady who was born over 200 years ago. To know what Mary did in her life that was so special. To know what sort of person Mary was that helped her to success in a man's world. To know which other people were important in Mary's life and why. To understand how we know about Mary's actions that happened a long time ago. To understand how and why we remember Mary Anning today.	To locate the United Kingdom and its countries and capital cities. To use maps, atlases and globes to identify major towns and cities in the UK (including Newlyn). To be able to identify harbours and ports on a UK map and discuss why they are important. To compare human features in the different countries of the UK. To identify the different physical features of the UK. To use aerial maps to identify landmarks in the UK.	To know what going to the seaside was like 100 years ago. To know what kind of things people did at the seaside 100 years ago. To identify if we go to the seaside for the same reasons that people went 100 years ago. To understand how seaside holidays have changed over the past 100 years. To establish if they prefer earlier seaside holidays or nowadays.	To locate the United Kingdom and its countries, capital cities and surrounding seas. To identify different types of weather. To identify daily weather patterns in Newlyn. To identify daily weather patterns in the different capital cities of the UK. To identify seasonal weather patterns in the UK. To identify the effects of extreme weather conditions.
	composite	To recognise that things change through time and name parts of a castle.	To know where Newlyn is located on a map and understand how a map works.	To know who Mary Anning was and the impact she had on our understanding of the past.	To identify parts of the UK and know the difference between human and physical features.	To recognise that places and people can change over time.	To know about different types of weather and ways to record it.
	Science	Who am I? Animals including humans	Celebrations – use of everyday materials Plants	Polar places - use of everyday materials Plants and animals	Plants and animals where we live – plants and animals including humans	On safari- plants and animals including humans	Science Week On Holiday - human impact on the environment.

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	sequencing	To be able to comment on how they have changed since they were a baby To be able to talk about the eye and the sense of sight To be able to create a pictogram based on favourite tastes To be able to use scientific vocabulary to describe textures To be able to identify, name, draw and label the basic parts of the human body To be able to say which part of the body is associated with each sense To be able to compare themselves with others using measurements and comparative language	To be able to investigate light and dark To be able to identify sources of light To be able to ask scientific questions and find answers To be able to use materials to create a dark space in the classroom To be able to plan and carry out a test using shadows To be able to identify which part of the body is connected to sight	To be able to identify and name a variety of animals including fish, birds, mammals, reptiles and amphibians. To be able to classify animals into appropriate groups and explain their choices To be able to identify and name common animals that are carnivores, herbivores and omnivores To be able to describe the simple properties of everyday materials (climate) To be able to compare the simple properties of everyday materials (gloves)	To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees in their local area To be able to identify leaves and the name of the tree it belongs to To be able to observe changes across the four seasons To be able to describe and classify birds	To be able to plan ahead and choose simple equipment To be able to identify invertebrates and name parts of their bodies To be able to observe invertebrates in their local habitat To be able to ask simple questions about invertebrates To research the answers to our questions about invertebrates	To gather and record data to help in answering questions. To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To describe and compare the structure of a variety of common seashore animals. To identify and classify sea shells. To consider the human impact on our environment.
	composite	An understanding of the basic parts of the human body including senses	An understanding of light and dark	An understanding of simple properties of materials	An understanding of plants and trees	An understanding of how to group animals	To develop skills in working scientifically
	Computing /ICT WHOLE SCHOOL INTERNET Safety Internet Day 07/02/23 - Theme "Together for a better internet"	Computing Skill: CS Unit 1.1: We are treasure hunters – solving problems using programmable toys	Computing Skill: CS Unit: 1.2 We are TV chefs - filming the steps of recipe	Computing Skill: DLE Unit: 1.4 We are publishers – Creating a multimedia eBook about our achievements	Computing Skill: IT Unit: 1.3 We are digital artists - creating work inspired by great artists	Computing Skill: IT Unit: 1.5 We are rhythmic – Creating sound patterns in Scratch Jr & Garageband	Computing Skill: IT Unit: 1.6 We are detectives – Using data to solve clues
	sequencing	To practise giving and following instructions and understand that robots need precise instructions to follow. To plan precise sequences of instructions to achieve an objective and understanding – in computing, this is called an algorithm. To explore and understand input, program and output in the context of the Blue-Bot. To program the Blue-Bot to solve a problem by moving to a particular location. To read a Blue-Bot program and predict logically what will happen. To correct sequences of instructions.	To work out an algorithm (sequence of steps) for a common task. To learn how to use different features of a video camera and how to record video on an iPad. To work collaboratively to film a recipe, using ground rules for filming. To edit a video to include an audio commentary. To discuss their work and think about how it could be improved.	To plan a multimedia eBook, thinking carefully about an intended audience. To select and import images for an eBook, think carefully about what is appropriate for the intended audience. To record high-quality audio commentary for an eBook. To add text to eBook pages and format it. To search a picture library on the internet to add further images to eBook, and learn about copyright and what to do if they see inappropriate images when searching. To review and revise their eBook contents.	To create colour blocks in the style of the artist Rothko. To select brushes and choose colours to create patterns and shapes in the style of Kandinsky's Color Study, Squares with Concentric Circles (1913). To select and set brushes to create a simple drawing in the style of Picasso's Dove of Peace. To create and transform multiple layers in the style of Matisse's The Snail. To create a painting as a layer above a photo, in the style of Julian Opie. To learn to draw grid paintings in the style of Mondrian using Autodesk SketchBook.	To record and playback audio in ScratchJr. To program sprites in ScratchJr to playback recorded audio. To use repetition in ScratchJr to play a pattern using recorded audio. To record audio in GarageBand and experiment with audio effects. To create a repeating percussion pattern in GarageBand. To experiment with playing some of GarageBand's built-in instruments.	To explore a dataset and understand the structure of data. To explore a dataset as virtual cards in Popplet. To create a tree for identification of data. To input data into an online form in order to create a table. To create filters to identify subsets of the data. To search the spreadsheet database to solve clues about the pirates.
	composite	To solve problems using programmable toys.	To use the features of a video camera to film a recipe.	To use Book Creator to create a multimedia eBook about what they enjoy and have achieved.	To use the Brushes Redux and Autodesk SketchBook apps on iPads to create paintings inspired by the work of famous artists.	To use ScratchJr and GarageBand to create patterns of sounds.	To work with a set of data on pirates to solve problems.
	Linked with online Safety	Self-Image and Identity: I can explain what is meant by the term identity I can explain how people can represent themselves in different ways online.	Online Relationships I can give examples of how I (might) use technology to communicate with people I know. I can explain the importance of having a choice and giving others a choice online.	Online Bullying: I can describe appropriate ways to behave towards other people online and why this is important.	Online reputation: I can explain how to search for information about others online Managing information online: I can talk about how to use the internet as a way of finding information online.	Online Relationships: I can describe ways people who have similar likes and interests can get together online.	Health, well-being and lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
	PSHE	BM (Being Me in My World) Special and safe; my class; rights and responsibilities; rewards and feeling proud; consequences; owning our Learning Charter	CD (Celebrating Difference) The same as; Different from; What is Bullying?: What do I do about a bully?; Making new friend; Celebrating difference, celebrating me	DG (Dreams and Goals) My treasure chest of success; steps to goals; achieving together; stretchy learning; overcoming obstacles; celebrating my success.	HM (Healthy Me) Being healthy; healthy choices; clean and healthy; medicine safety; road safety; Happy, healthy and me.	RL (Relationships) Families; making friends; greetings; People who help us; Being my own best friend; Celebrating my Special relationships	CM (Changing Me) Life cycles; changing me; my changing body; Boys' and Girls' Bodies; Learning and growing; Coping with changes.
	sequencing	To know how to use my Jigsaw Journal. To understand the rights and responsibilities as a class member. To know my views are valued and can contribute to the Learning Charter. To recognise the choices and consequences they make.	To identify similarities between people in my class. To identify differences between people in my class. To tell what bullying is. To know some people who to talk to if feeling sad or bullied. To know how to make friends. To say some ways that they are different or special.	To set simple goals. To set goals and know how to achieve them. To understand how to work well with a partner. To tackle a new challenge and understand this might stretch learning. To identify obstacles which make it more difficult to achieve a new challenge. To say how it felt when something was achieved or new challenge met.	To understand the difference between being healthy and unhealthy and know some ways in which to keep fit. To know how to make healthy lifestyle choices. To know how to keep clean and healthy and know how germs can spread diseases. To know that medicines can help poorly people and that they need to be used safely. To know how to cross the road safely. To be able to say why their bodies are amazing and how to keep safe.	To identify different members of the family and know that there are lots of different kinds of families. To identify what being a good friend means. To know appropriate ways to greet a friend and ways not to touch people. To know who can help in the school. To recognise own qualities as a friend and a person. To say how they appreciate someone special.	To know that animals and humans have life cycles. To recognise change in ourselves. To name ways our bodies have changed since being a baby. To that every time we learn something that we change. To say some of the changes that has happened to ourselves.
	composite	To feel safe and special; knowing their rights and responsibilities as a class member.	To know that it is alright to be different.	To set achievable goals.	To know how to keep safe, clean and healthy.	To understand about appropriate relationships.	To understand that humans and animals change as they get older.
	RE	1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians?	1.9 How should we care for others and for the world, and why does it matter? Christians,	1.5 Why does Easter matter to Christians?	1.6 Who is a Muslim and how do they live?	

				Jews and non-religious worldviews		
sequencing	1.1 What do Christians believe God is like? I know a parable that shows what God is like. I know what a parable is and can retell one. I understand the importance of forgiving and can relate to personal experiences. I know what it is to forgive someone. I know that not forgiving can make me unhappy. I know that many Christians try to follow God's example.	1.3 Why does Christmas matter to Christians? Why Does Christmas Matter To Christians? I understand why many Christians believe God gave his Son to the World. I know the sequence of events as told in Nativity story in Luke. I know what incarnation means. I know what Christians mean by 'good news'. I know that the celebrations of Christmas reflect Christian values as shown by Jesus.	1.9 How should we care for others and for the world, and why does it matter? To identify a story that says something about each person being unique and valuable. To give an example of a key belief some people find in one of these stories give examples of how Christians and Jews can show care for the natural earth. To give reasons why everyone should care for the natural world.	1.5 Why does Easter matter to Christians? To know the events that Christians do in Holy Week. To know how people who have 'peace' may demonstrate it. To recognise that Incarnation and Salvation are a part of the big story. To give three examples of how Christians show their beliefs about Jesus's death and resurrection. To share thoughts about whether Easter offers any hopes to people.	1.6 Who is a Muslim and how do they live? To recognise the words of the Shahadah and that it is very important for Muslims. To identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. To give examples of how stories about the Prophet show what Muslims believe about Muhammad.	Double Unit To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. To give examples of how Muslims use the Shahadah to show what matters to them. To think, talk about and ask questions about Muslim beliefs and ways of living.
composite	To know what Christians believe God is like.	To know why Christmas matters to Christians.	To know why it matters that all of us care for the world.	To know why Easter matters to Christians.	To know about Muslims and their religion in the UK.	
DT/Art	Paul Klee	Christmas textiles	Kandinsky	Structures 3 Little Pigs' houses	Hokusai seascape/collage	Wheels and axels
sequencing	To be able to identify abstract art To be able to create artwork using shapes To be able to experiment with colour mixing (secondary colours) To be able to create artwork inspired by Paul Klee (printing) To be able to create artwork inspired by Paul Klee (drawing painting) To be able to sketch St Michael's Mount from observation To be able to create a clay slab castle	To be able to research weaving techniques To be able to weave using a cardboard loom To be able to thread and tie materials To be able to design my product To be able to make my product from a design To be able to evaluate my product	To be able to tell you an interesting fact about Kandinsky. To be able to identify abstract art To be able to mix secondary colours To be able to create a concentric circle image To be able to represent sounds as lines and shapes To be able to represent sounds using colours To be able to draw to music To be able to create an abstract picture	To be able to identify materials and their uses To be able to use scissors accurately To be able to join materials using a hinge join To be able to join my 3 little pigs' structure To be able to make my structure To be able to evaluate my structure	To be able to tell you what a seascape is To be able to identify the features of a landscape/seascape To be able to explore different textures To be able to create my own images for collage To be able to create a seascape inspired by Hokusai	To be able to investigate a variety of vehicles, their uses and features To be able to investigate wheels, axels and chassis To be able to design a moving vehicle To be able to investigate ways of creating a body of a vehicle To be able to make a moving vehicle To be able to evaluate my finished vehicle
composite	Castle art inspired by Paul Klee	Weaved disc		House structure	Seascape collage	Moving vehicle
PE	Real PE U1-Personal Invasion Games Link -High 5	Real PE U2-Social Invasion Games Link - Football/Tag Rugby	Real PE U3-Cognitive Swimming	Real PE U4-Creative Swimming	Real PE U5-Physical Striking/Fielding Link-cricket/rounders	Real PE U6-Fitness Athletics Link-Run/Throw/Jump
sequencing	I can follow instructions and practise safely. I can work on simple tasks by myself.	I can work sensibly with others, taking turns and sharing.	I can name some things that I am good at. I can understand and follow simple rules.	I can explore and describe different movements.	I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.	I am aware of why exercise is important for health.
composite	Coordination - footwork Static balance- one leg .	Dynamic balance to agility – jumping and landing. Static balance – seated.	Dynamic balance – on a line. Static balance – stance.	Coordination – ball skills. Counter balance – with a partner.	Coordination – receiving and sending. Agility – reaction and response.	Agility – ball chasing. Static balance – floor work.
Music-Charanga	Hey You! Old-School Hip Hop.	Rhythm In The way We Walk and Banana Rap.(Reggae, Hip Hop)	In the Groove (Blue, Latin, Folk, Funk, Baroque, Bhangra)	Round and Round (Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin fusion)	Your Imagination - Pop	Reflect, Rewind and Replay-Western classical music and choice from Year 1.
	To listen and appraise (begin to recognise the basic style indicators of Hip Hop). To Listen to the instruments. To improvise with the song. To use extended improvisation. To perform the song.	To listen and appraise. To listen and recognize different music genres. To listen to the instruments. To use improvisation in song. #To perform the song.	To appraise a piece of 'Blues' To listen and appraise. To listen and recognize different music genres. To listen to the instruments. To use improvisation in song. To perform the song.	To listen and recognize different music genres. To appraise a piece of jazz. To pick out the instruments used in a piece. To improvise the song. To practice the song in rounds. To perform the song.	To appraise a piece of 'Pop' To listen and appraise. To listen and recognize different music genres. To listen to the instruments. To use improvisation in song. To perform the song.	To listen and appraise, 'A Song Before Sunrise'. Listen to 'Prince of Belair'. To look at how composers work. To pick out instruments. To examine beats. Quiz
	To sing the song, 'Hey You!'	To sing 'The Way We Walk'.	To perform 'In The Groove'.	To perform 'Round and Round'.	To sing 'Your Imagination'.	To reflect, rewind and replay.
French						

Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3	History/Geo	The Stone Age to Iron Age		Exploring the South West	Romans	Exploring Penwith (Newlyn, Penzance, St Ives)	Impact of railways on our local area.
	sequencing	To know if Stone Age man was simply a hunter and gatherer, concerned only with survival. To know how different life was in the Stone Age when man started to farm To know what we can learn about life in the Stone Age from a study of Skara Brea. To understand why it is so difficult to work out why Stonehenge was built. To know how much life really did change during the Iron Age and how we can possibly know. To investigate and solve the mystery of the 52 skeletons of Maiden Castle.		To name and locate counties and cities of the United Kingdom. To identify what symbols mean on an Ordnance Survey map. To use the eight points of a compass to find specific places on an Ordnance Survey map. To locate human and physical features of Newlyn and Penzance on an Ordnance Survey map Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. To locate human and physical features of Cornwall on an Ordnance Survey map. To explore how settlement and land use in the South West region has changed over time	To know why the Romans left sunny Italy to invade a cold island on the edge of the empire. To know Boudica stood up to the Romans and what image we have of her today. To know how the Romans were able to keep control over such a vast empire. To know how the Roman way of life contrasted with the Celtic Lifestyle they found when they arrived and how do we know. To solve the mystery of why this great empire came to an end. To understand how much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago.	To know where Penwith is located within Cornwall and the United Kingdom. To use topographical features of Newlyn to understand land and coastal use and how some of these have changed over time. To know the human Geography of their local area – focus Newlyn. To understand the topographical features of Penzance. To understand the human geography including types of settlement and land use compare Penzance and Newlyn. To understand the human geography and physical geography of St Ives To compare with Newlyn and Penzance.	To describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel To explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and to describe the similarities and differences of different steam locomotives. To describe how and why the railway network in Britain grew and changed over time. To identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past. To describe the technology of different locomotives and explain how and why they have changed over time.
	composite	Autumn 1 write with imagination a story in English based around the Stone Age Autumn 2 Use skills to solve mystery of the 52 skeletons of Maiden Castle.		To be able to use and demonstrate the use of a compass and use of maps.	To complete a research enquiry on one of the following (maybe create a PP): Role of women	To know the human and physical geography of towns within Penwith and changes	To know the changes that happened in our area because of the development of the railways.

				Entertainment; inc Gladiators Clever Roads Amazing	they have experienced over time.	
Science	Rocks, soils and fossils	Food and our bodies	Light and Shadows	Forces and magnets	How does your garden grow	Science Week.
sequencing	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter.	To 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. To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	To recognise that we need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. Recognise that light from the Sun can be dangerous and that there are ways to protect the eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the sizes of shadows change	I can identify different types of forces I can compare how things move on different surfaces I can find which magnet is the strongest I can identify different pushes and pulls I can find out if magnets work through different materials I can consolidate learning through an end of unit assessment.	To identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. To 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. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	To be able to draw simple conclusions To be able to plan an investigation based on forces To be able to make careful observations To be able to ask relevant questions and use scientific enquiry to answer them To be able to evaluate outcomes against a success criteria
composite	An understanding of different rocks, soils and fossils and how they are formed	An understanding of the skeletal system in the human body	An understanding of shadows and how they are formed	An understanding of forces including magnets	An understanding of the requirements for plants to grow	To develop their working scientifically skills
Computing /ICT WHOLE SCHOOL: INTERNET Safety Internet Day 07/02/23 - Theme "Together for a better internet"	Computing Skill: CS – Coding Unit:3.1 We are programmers – programming an animation	Computing Skill: CS – Computational thinking Unit:3.2 We are bug fixers – finding and correcting bugs	Computing Skill: DLE – Online safety Unit: 3.4We are who we are – Creating presentations about ourselves OR an element of your current topic	Computing Skill: IT – Data Unit: 3.6 We are opinion pollsters – Collecting and analysing data	Computing Skill: IT – Media Unit: 3.5 – We are Co-authors – Producing a wiki	Computing Skill: IT – Media Unit: 3.3We are presenters – Videoing a presentation against a green screen
sequencing	I can access Scratch, and explore its tools I can determine key features of a good animation by looking at examples, and create a storyboard of my own I can plan and program character/s and dialogue for their animation I can begin to animate my character/s by planning and programming movement I can plan and program switching costumes and backdrops for my animation	I can identify and correct off-by-one bugs I can identify and correct performance bugs I can identify and correct multithread bugs I can identify and correct conceptual bugs I can identify and correct arithmetical bugs I can identify and correct resource bugs.	I can write about my earliest memories I can write about their interests and hobbies I can create slides about an issue I feel strongly about I can create a short presentation to camera about myself I can create a narration for the presentation created previously I can consider carefully who it would be appropriate to share the content they have created with, and why.	I can plan their survey on a topic I can develop questions for their survey I can create their online survey I can collect data online I can analyse and evaluate the data collected I can present the data.	I can plan their class wiki I can they use Wikipedia to find information I can create a class wiki I can edit the class wiki I can edit Wikipedia I can review my work.	I can research my topic I can find images online to illustrate I can talk I can rehearse my presentations I can record my presentation I can edit my presentation I can peer assess presentations.
composite	Programming an animation	Finding and correcting bugs	Creating presentations about ourselves	Collecting and analysing data	Producing a wiki	Videoing a presentation against a green screen
Linked with online Safety	Self-image and identity I can explain ways in which someone might change their identity depending on what they are doing online. (e.g. gaming, using an avatar, social media) and why. I am aware that a person's online activity, history or profile (their digital personality) will affect the type of information returned to them in a search or social media feed, and how this may be intended to influence their beliefs, actions and choices. Online reputation: I can identify ways that I can put information on the internet. I can explain how aspects of someone's online identity can be linked together, and while it could be shared privately, it could have an impact later, personally and professionally. Managing online information: I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices. I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	Online relationships I can give examples of when I should ask permission to do something online and explain why this is important. Health, well-being and lifestyles I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted	Self-image and identity I can describe how messages online portraying 'identity ideals' can inhibit someone from being themselves online or sharing things openly. Online Relationships: I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. Online reputation: I can recognise that information can stay online and could be copied. Online bullying: I can give examples of how bullying behaviour could appear online and how someone can get support. I can recognise when someone is upset, hurt or angry online	Online bullying: I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. Health, well-being and lifestyle I can identify and assess features that might indicate that a site or social group could negatively impact on well-being. I can offer strategies to identify and evaluate help from established respected sites or organisations that may be more helpful. I can explain the benefits and risks of using online sources to self-diagnose and self-medicate and why someone should consult a medical professional if they are concerned about their health.	Self-image and identity I can explain why it is important to balance 'keeping n open mind' with critically evaluating what ideas, opinions or beliefs I accept and reject and why I may need to re-evaluate if new evidence emerges. Online Relationships: I can explain what it means by 'trusting someone online' why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with. I can describe how online technology allows access to and communication with global communities. Online reputation: I can explain the importance of someone's online reputation (especially for their future career) and can describe ways of managing this. I can describe how to appropriately challenge content or behaviour that may have a negative impact on someone's online reputation.	Self-image and identity I can give examples of how the internet and social media can be used for positive self-promotion Online relationships: I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. I can give examples of how anyone can adopt their behaviour to engage positively and sensitively with a diverse range of people taking into account gender, cultural sensitivity, political/religious beliefs. I can explain how consent can be mistakenly assumed and demonstrate how to appropriately challenge this. Online relationship I can give examples of what others may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.

	I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.					
PSHE	BM (Being Me in My World) Getting to know each other; Our Nightmare School; Our Dreamschool; Rewards and Consequences; Our Learning Charter; Owning our Learning Charter	CD (Celebrating Difference) Families; Family conflict; witness and feelings; witness and solutions; words that harm; celebrating differences (compliments)	DG (Dreams and Goals) Dreams and goals; my dreams and ambitions; a new challenge; our new challenges; our new challenges – overcoming obstacles; celebrating my learning.	HM (Healthy Me) Being fit and healthy; being fit and healthy; what do I know about drugs; being safe; safe or unsafe; my amazing body.	RL (Relationships) Family roles and responsibilities; friendship; keeping myself safe online; being a global citizen 1 and 2; celebrating my web of relationships.	CM (Changing Me) 2)Life cycles in nature, growing from young to old, the changing me, boys' and girls' bodies, assertiveness, looking ahead. 3)how babies grow; babies; outside body changes; inside body changes; family stereotypes; looking ahead.
sequencing	I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I know how to make others feel valued I understand that my behaviour brings rewards/consequences I can work cooperatively in a group I am choosing to follow the Learning Charter	I can appreciate my family/the people who care for me I know how to calm myself down and can use the 'Solve it together' technique I know some ways of helping to make someone who is bullied feel better I can problem-solve a bullying situation with others I try hard not to use hurtful words (e.g. gay, fat) I can give and receive compliments and know how this feels	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) I can imagine how I will feel when I achieve my dream/ambition I can break down a goal into a number of steps and know how others could help me to achieve it I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest	I can set myself a fitness challenge I know what it feels like to make a healthy choice I can identify how I feel towards drugs I can express how being anxious or scared feels I can take responsibility for keeping myself and others safe I respect my body and appreciate what it does for me	I can describe how taking some responsibility in my family makes me feel I know how to negotiate in conflict situations to try to find a win-win solution I know who to ask for help if I am worried or concerned about anything online I can show an awareness of how this could affect my choices I can empathise with children whose lives are different to mine and appreciate what I may learn from them I enjoy being part of a family and friendship groups	Year 2 and year 3 will be taught separately for this section. Year 2 I understand there are some changes that are outside my control and can recognise how I feel about this I can identify people I respect who are older than me I feel proud about becoming more independent I can tell you what I like/don't like about being a boy/girl I am confident to say what I like and don't like and can ask for help I can start to think about changes I will make when I am in Year 3 and know how to go about this Year 3 I can express how I feel when I see babies or baby animals I can express how I might feel if I had a new baby in my family I recognise how I feel about these changes happening to me and know how to cope with those feelings I recognise how I feel about these changes happening to me and know how to cope with these feelings I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes start to think about changes I will make next year and know how to go about this
composite	Create a class charter	Celebrating Difference by creating the Hall of Fame display (Kite Templates)	To create Our Garden of Dreams and Goals	To create 'The Happy, Healthy Me Recipe Book' - Keeping safe	To create 'Our Relationships Fiesta' Appreciation Streamers	To create the Tree of Change display)
RE	L2.1 What do Christians learn from the Creation story?	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.9 How do festivals and worship show what matters to Muslims?	L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious
sequencing	I can retell elements of the Creation story as written in Genesis. I can say how we look after one another and how that helps us look after the world. I know what Christians celebrate about the world. I know of Christians who have given their lives to care for the world. I can make clear links between the story of Adam and Eve and what Christians believe about asking for forgiveness. I can ask questions and suggest answers about what might be important in the creations story for Christians and for non-Christians living today.	I can identify some Hindu deities and say how they help Hindus describe God. I can Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God I can make simple links between beliefs about God and how Hindus live I can identify some ways in which Hindu's worship I can ask questions and show respect when thinking about whether it is Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.	I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains I can Offer suggestions about what texts about Baptism and Trinity mean. I can give examples of what these texts mean to some Christians today . I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. I can make links between some Bible texts studied and the idea of God in Christianity.	I recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. I can offer informed suggestions about what the events of Holy Week mean to Christians. I can say what the events of Holy Week means to Christians. I can make simple links between the Gospel accounts and how Christians mark the Easter. I can describe how Christians show their beliefs about Jesus through their worship in different ways. I can share thoughts about why Christians call the day Jesus died 'Good Friday'.	I can identify some beliefs about God in Islam, expressed in Surah 1. I can make clear links between beliefs about God and ibadah – take out because it is covered in the next objective?. I understand the importance of ibadah (worship) and describe what they involve. I can make links between Muslim beliefs about God and a range of ways in which Muslims worship. I can understand the importance of Ramadan to Muslims. I can say how non-Muslims benefit from the submission and service to God of a Muslim.	I can name significant events and explain what they mean. I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people. I can identify differences in how people celebrate commitment. I can give reasons why seeing life a journey is good or bad. I can understand how and why people mark significant events of life.
composite	Know what Christians learn from the creation story.	Know what Hindus believe God is like.	Know what the 'Trinity' is and why it is important for Christians.	Know why Christians call the day Jesus died 'Good Friday'.	Know how festivals and worship matter to Muslims.	Know how and why people mark the significant evens of life. Christians, Hindus, Muslims and non religious.
DT/Art	Stone Age Prehistoric Art	Structures -Photo frames Christmas textiles- Fastenings	Giacometti Foil sculptures	Mechanisms- Pneumatics	Vincent Van Gogh Landscape Painting	Cooking and Nutrition- scones, bread/sandwiches (picnic)
sequencing	1. To explore prehistoric cave art. 2. To sketch prehistoric animals using charcoal.	To be able to research existing products To be able to create a design brief	1. To evaluate Giacometti's sculptures. 2. To experiment with 3D drawing techniques.	To be able to explain how simple pneumatic systems work	1. To analyse the work of a famous artist (Van Gogh) 2. To use lines to create texture and movement.	

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	3. To make and experiment with pigments in natural products. 4. To create a picture on a cave wall. 5. To sculpt Stone Age jewellery using clay. 6. To sketch Stonehenge using 3D	To be able to use running stitch To be able to fasten a button to a piece of fabric To be able to design my Christmas decoration To be able to construct my Christmas decoration To be able to evaluate my Christmas decoration	3. To sketch Giacometti's sculptures. 4. To design a sculpture inspired by Giacometti. 5. To create a foil sculpture	To be able to construct a simple pneumatic system To be able to design a pneumatic monster To be able to construct my pneumatic monster I can evaluate my pneumatic system	3. To be able to create tints and shades. 4. To be able to sketch European landmarks beginning to use 3D. 5. To be able to sketch a European landscape 6. To create my own landscape in the style of Van Gogh.	
composite	Stone age cave art	Christmas decoration	Foil sculpture	Pneumatic monster	St Ives landscape in the style of Van Gogh	Scones, heva cake and bread
PE	Real PE U1-Personal Swimming	Real PE U2-Social Swimming	Real PE U3-Cognitive Invasion Games link- High 5	Real PE U4-Creative Invasion Games link-Football/Tag Rugby	Real PE U5-Physical Striking/Fielding Link-cricket/rounders	Real PE U6-Fitness Athletics Link-Run/Throw/Jump
sequencing	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (Level 4) I know where I am with my learning and I have begun to challenge myself (Level 3) I try several times if at first I don't succeed and I ask for help when appropriate (Level 2)	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task (Level 4) I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3) I can help praise and encourage others in their learning (Level 2)	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions (Level 4) I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement (Level 3) I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2)	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging (Level 4) I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3) I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2)	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities (Level 4) I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Level 3) I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2)	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working (Level 4) I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3) I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2)
composite	Skill – Coordination: Footwork Static Balance: One Leg (FUNS Station 1)	Skill – Dynamic Balance to Agility: Jumping and Landing Cool Down – Static Balance: Seated	Skill – Dynamic Balance: On a Line Cool Down – Coordination: Ball Skills	Skill – Coordination: Sending and Receiving Cool Down – Counter Balance: With a Partner	Skill – Agility: Reaction/Response Cool Down – Static Balance: Floor Work	Skill – Agility: Ball Chasing Cool Down – Static Balance: Stance
Music-Charanga	Let Your Spirit Fly: R&B, Western Classical, Musicals, Motown, Soul	Glockenspiel Stage 1: Learning basic instrumental skills by playing tunes in varying styles	Three Little Birds: Reggae	The Dragon Song: A little bit funky and music from around the world.	Bringing Us Together: Disco	Reflect, Rewind and Replay: Western Classical Music and your choice from Year 3.
sequencing	Listen and Appraise: To understand the genre of music (<i>this is a key feature at the start of each lesson in this block</i>) Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Playing: To select and learn an instrumental part that matches the musical challenge. Improvisation: To know and be able to talk about improvisation To Improvise using instruments in the context of a song to be performed. Composition: To understand composition Performance: To know and be able to talk about performing To perform in front of an audience.	Musical Activities To learn musical notes - this piece uses the note E - Easy E: All play the group 2 part with note names only. - Easy E: All play the group 1 part then try part 2 from memory. - Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts. - Easy E Theory - The Language of Music: Find out how E is written down. This piece uses the note D - Strictly D: Listen then play it through a few times with note names. When you can play it well, play from memory. - Strictly D: Perhaps play it again with note names and notes.	Listen and Appraise (begin to recognise the style indicators of Reggae music) Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Playing: To select and learn an instrumental part that matches the musical challenge. Improvisation: To know and be able to talk about improvisation To Improvise using instruments in the context of a song to be performed Composition: To understand composition Performance: To know and be able to talk about performing To perform in front of an audience - Our Day Will Come by Amy Winehouse Children to use their body to find the pulse and be able to answer questions as a focus. How are the songs different, how are they similar?	Listen and Appraise (begin to recognise the style indicators of Traditional Folk Tunes) (<i>Listen and Appraise is a key feature at the start of each lesson in this block</i>) Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Playing: To select and learn an instrumental part that matches the musical challenge. Improvisation: To know and be able to talk about improvisation To Improvise using instruments in the context of a song to be performed. Composition: To understand composition. Performance: To know and be able to talk about performing To perform in front of an audience	Listen and Appraise (begin to recognise the style indicators of Disco Music) Singing: To know and confidently sing a song and their parts from memory, and to sing them with a strong internal pulse. Play the song Good Times by Nile Rodgers Continue with learning the song by Bringing us together. To sing in unison and to sing backing vocals. To enjoy exploring singing solo and in the chorus To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To select and learn an instrumental part that matches the musical challenge Improvisation: To know and be able to talk about improvisation To Improvise using instruments in the context of a song to be performed Composition: To understand composition Play the song Ain't No Stopping Us Now by McFadden and Whitehead. Sing the song and play your instruments following the leader instructions. Work as a class to compose a simple piece of music, children learning about the shape of a melody. Performance: To know and be able to talk about performing To perform in front of an audience.	To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing To apply knowledge previously learnt To show my understanding of the genre To play and perform in solo and ensemble contexts
composite	Final performance of piece	Final performance of piece	Final performance of piece	Final performance of piece	Final performance of piece	Final performance of piece
French	Moi (All About Me)	Jeux et Chansons (Songs & Games)	On fait la fete (Celebrations)	Portraits	Les Quatre Amis (The Four Friends)	Ca pousse! (Growing things)
sequencing	To understand and use greetings in French To understand simple questions in French: Ça va ? Comment tu t'appelles ? Quel âge as-tu ? To answer simple questions in French: Ça va bien, je m'appelle, j'ai sept ans	To count from 1 to 20 in French To use numbers 1–20 to count items in French To understand and answer the question Combien de ... ?	To understand and answer the questions Qui danse ? and C'est quand ton anniversaire ? To name the months of the year in French and put them into the correct order	To understand, name and write colours in French. To learn the names of parts of my body in French To know that nouns in French are split into two groups – masculine and feminine, and	To understand the names of some animals in French To identify animals from words read and heard in French To listen to and join in with a story in French	To use et to join sentences in French To understand the names of vegetables in French, in written and aural form To say the names of some vegetables in French

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		To name some members of my family in French: père, mère, frère, sœur To count from 1 to 10 in French and use numbers to count items To copy the pronunciation of some French words To pronounce the 'r' sound correctly in French words To recognise some sounds that are special to French: j, ère, u	To understand someone saying which activity they prefer in French To talk about my preferences using Je préfère ... To ask someone their preference using et toi ? To use Il y a (there are) and J'ai (I have) to start sentences in French To copy the pronunciation of some French words To recognise and correctly say the 'a' sound in French words	To join sentences using et To talk and write about hobbies in French To write my own phrases in French using a wordbank To identify a pronoun and a verb in French	that this determines the word for 'the' in French. To identify a noun and an adjective in French To compare the position of an adjective in English and French To put adjectives after the noun in French To describe facial features in the first person (j'ai, je suis) and third person (il/elle a, il/elle est) To recognise and say the 'eu' sound in French words	To sort words according to gender (masculine and feminine) and sound (eu/ou) To recognise some movement-related verbs in French and show understanding by doing an action To answer the question C'est de quelle couleur ? To decide when to use il or elle for the pronoun 'it', depending on the gender of the noun To write sentences in French about how animals move To develop strategies to work out the meaning of unfamiliar words To distinguish between 'ou' and 'eu' sounds in French	To talk about food likes and dislikes in French To understand others giving their opinion about food in French To use my knowledge of French numbers To use simple expressions of approval and disapproval in French, such as bravo and fantastique To ask for someone's opinion in French, using Et toi ? or Tu aimes ... ? To write sentences about likes and dislikes in French To use the French word beaucoup for emphasis To recognise and pronounce the nasal 'on' sound in French words
	composite	To understand how to carry out basic greetings. To begin counting 1-10	To understand some numbers. To be able to state their preference around the French activities they have learnt.	To learn about some hobbies in French.	To name and write colours in French. Understand that nouns are split into two groups – masculine and feminine. Describe facial features in first person. Recognise the 'eu' sound.	To being understanding some animal names in French. To be able to begin writing some sentences in French and develop strategies to work out the meaning of unfamiliar words.	To begin understanding others opinions about food and use simple expressions to communicate their approval or disapproval.

Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three/Four	History/Geo	Rainforests	Extreme Earth (Volcanoes, mountains and earthquakes)	Ancient Egyptians (Temples, Tombs and Treasures)		The Romans	Explore Scandinavia <small>A comparison of human and physical geography of a region of the United Kingdom (Cornwall) and a region in a European country (Scandinavian country)</small>
	sequencing	I can explain what a rainforest is I can make my own ecosystem To be able to explain the difference between tropical and temperate rainforests To be able to use an atlas to plot tropical rainforests on a map I can identify where rainforests are located in the world I can identify and label layers of the rainforest I can explain how to rainforest helps us I can explain what it is like to live in the rainforest I can explain which foods are sourced from the rainforest	I can explain the structure of the Earth I can explain what tectonic plates are I can locate volcanoes on a map using grid references I can explain why people live near a volcano I can write a diary entry about the events in Pompeii I can explain what an earthquake is and why they occur TO INCLUDE: To use maps and atlases to locate significant mountains in the UK and around the world To identify and describe the key physical features of mountains To know the different types of mountains and how they are formed.	To clarify what we already know about Ancient Egypt. To discover what Ancient Egypt was like over 5,000 years ago. To know what sources have survived and how they were discovered. To know what the evidence tells us about everyday life for men, women and children. To know what the Ancient Egyptians believe about life after death and how we know. To know what Ancient Egypt have in common with other civilisations from that time.	To know why the Romans left sunny Italy to invade a cold island on the edge of the empire. To know Boudica stood up to the Romans and what image we have of her today. To know how the Romans were able to keep control over such a vast empire. To know how the Roman way of life contrasted with the Celtic Lifestyle they found when they arrived and how do we know. To solve the mystery of why this great empire came to an end. To understand how much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago.	To locate Europe and some of its countries and capital cities on a map To identify the regions of Scandinavia and some of their physical features To compare the physical features of Capital Region and Cornwall To compare settlement and land use in Capital Region and Cornwall To compare economic activity including trade links between Capital Region and Cornwall To compare the distribution of natural resources in Capital Region and Coprnwall	
	composite	A clear understanding of rainforests and their importance	An understanding of how, why and where earthquakes, volcanoes and extreme natural events occur.	Research study (create a PP?) on the pyramids.		To complete a research enquiry on one of the following (maybe create a PP): Role of women Entertainment; inc Gladiators Clever Roads Amazing	
	Science	What's that sound	Looking at States	Living Things	Power it up	Teeth and eating	Science Week
	sequencing	I can explain how sounds are made I can investigate vibrations I can explain how sound travels through different materials I can recognise that the sound gets fainter the further you get from the sound source I can explain pitch and volume	I can classify solids, liquids and gases I can explain how materials change state when they are heated I can explain how materials change when they are cooled I can explain the water cycle I can conduct an experiment about evaporation	To be able to classify animals (mammals, birds, fish, reptiles and amphibians) To be able to classify animals using venn diagrams To be able to identify invertebrates in the local environment To be able to use classification keys	To be able to classify electrical appliances To be able to explain how to stay safe with electricity To be able to identify components within a circuit To be able to create a circuit using a variety of switches To be able to identify electrical insulators and conductors	To be able to identify different teeth and their functions To be able to explain how to take care of their teeth To be able to describe the effects of tooth decay To be able to make a model of the digestive system To be able to explain the functions of the digestive system To be able to classify and identify an owl's food chain (owl pellet dissection) To be able to create their own food chains	To be able to evaluate methods and suggest how it could have been improved To be able to use their observations to ask deeper and wider questions To be able to gather, record and classify data To be able to plan and set up a fair test To be able to compare the properties of materials over time
	composite	An understanding of different sounds and how they are made	An understanding of solids, liquids and gases and how they change states	An understanding of how to classify living things	An understanding of electrical systems	An understanding of human digestions and food chains	To develop their working scientifically skills
	Computing /ICT	Computing Skill: IT – Data Unit: 4.3 We are musicians – Creating a piece of music in Table Top <small>WHOLE SCHOOL: INTERNET Safety Internet Day 07/02/23 - Theme "Together for a better internet"</small>	Computing Skill: IT Unit: 4.6 We are meteorologists – recording and presenting the weather	Computing Skill: CS- coding Unit 4.1: we are software developers – developing a simple educational game	Computing Skill: CS - Coding Unit: 4.2 We are makers – Coding for Crumble	Computing Skill: DLE – Digital Literacy Unit 4.4: we are bloggers – sharing experiences and opinions using Seesaw blogging feature	Computing Skill: DLU- Digital Literacy Unit 4.5: we are artists - fusing geometry and art
	sequencing	To be able to create a repeating percussion rhythm To be able to play virtual instruments To be able to compose or edit tunes using the piano roll (pitch and duration) tool To be able to perform electronic music using pre-recorded loops and create their own loops To be able to create a multi-track composition using multiple instruments To be able to give feedback to others on their compositions and performances	To be able to discuss ways to measure the weather and explore equipment To be able to record the weather over a period of time using a range of methods To be able to analyse the weather data collected To be able to analyse the photographs taken and link them to data To be able to predict the weather and plan a weather forecast they deliver their TV-style weather forecast and reflect on learning	To be able to analyse existing games and identify what makes them effective To be able to create a working prototype of their game To be able to develop the functionality of their game To be able to improve the interface of their game To be able to develop progression within their game To be able to test and improve their game	To be able to explore programming for physical objects To be able to put together a Crumble using sparkles To read a Crumble Program and predict what it will do To programme a crumble with a light sensor for sparkles To code a hypersonic distance sensor To choose Crumble input and outputs to solve a problem To plan and code a programme for a spooky house	To be able to look at class blogs and identify features of good blogs To be able to write and edit their own blog To be able to comment on blogs To be able to add images to blogs To be able to add media to blogs To be able to 'live blog' an event	To be able to develop an appreciation of the links between geometry and art To be able to use the tools and techniques of a vector graphics package To be able to develop an understanding of turtle graphics To be able to experiment with the tools available to refine and develop their work To be able to develop some awareness of computer-generated art
	composite	To be able to create a piece of music in Garageband	To be able to make a presentation of a weather forecast.	To design and create and educational game.	To independently choose inputs and outputs to create their own programme in Crumble	An understanding of the technicality of creating a 'live' blog post and how to do it safely.	To be able to create digital art

<p>Linked with online Safety</p>	<p>Self-image and identity I can explain how my online identity can be different to my online identity. I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. Online bullying: I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Managing online information: I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. Privacy and Security I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p>	<p>Self-image and identity I can explain how online content can limit our autonomy by influencing people's thinking, feelings, beliefs, behaviours and responses; I can recognise and evaluate different factors and their impact). Online relationships: I can use the internet with adult support to communicate with people I know (e.g. video call app or service). I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. – Grooming, radicalisation, coercion. Online reputation: I can explain who someone can ask if they are unsure about putting something online. Online bullying: I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour accordingly. Privacy and Security I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware). I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware). I can explain that devices and the internet can be monitored in order to keep people safe.</p>	<p>Online Relationships: I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can explain strategies for assessing the degree of trust I place in people or organisations online. I can describe some signs of harmful online situations. I can assess when I need to take action and explain what to do if I'm concerned about my own or someone else's online relationship. Online bullying: I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>Self-image and identity I can explain how anyone can curate and experiment with their identity online and why they might wish to do this. I can assess the potential reputational benefits and risks in the way I represent myself online and explain strategies to manage the (e.g. anonymity, 'brand you'). Online reputation: I can describe what information I should not put online without asking a trusted adult first. I can describe and assess the benefits and potential risks of sharing information online. I can explain how the information online services hold about someone forms part of their 'online identity' and how this differs from their 'digital personality'. I can explain and give examples of how what anyone writes online can also affect their school, family or social group, or future opportunities. Managing online information: I can explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.). I can explain how online content published by an individual can be interpreted differently by others. I can explain how 'online marketplaces' can enable small businesses or individuals to do business on a wider / global scale. I can assess the benefits and limitations of online commerce</p>	<p>Self-image and identity I can explain how online content can be shaped and targeted to influence boy image, purchasing choices and behaviour (e.g. fashion, lifestyle sites and social media influencers). Online relationships: I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and/or controlling. I can explain when this is abusive and strategies for getting help. Managing online information: I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone (e.g. contribute to or damage their online reputation).</p>
<p>PSHE</p>	<p>BM (Being Me in My World) Becoming a class team; rights, responsibilities and democracy; rewards and consequences; our learning charter; owning our own learning charter.</p>	<p>CD (Celebrating Difference) Judging by appearances; understanding differences; understanding bullying; problem solving; special me; celebrating differences (How we look)</p>	<p>DG (Dreams and Goals) hopes and dreams; broken dreams, overcoming disappointment; creating new dreams; achieving goals, we did it!</p>	<p>HM (Healthy Me) My friends and me; group dynamics; smoking; alcohol; healthy friendships; celebrating my inner strength and assertiveness.</p>	<p>RL (Relationships) Jealousy; love and loss; memories; getting on and falling out; girlfriends and boyfriends; celebrating (my relationships with people and animals).</p>	<p>CM (Changing Me) 3)how babies grow; babies; outside body changes; inside body changes; family stereotypes; looking ahead. 4) Unique me; having a baby; having a baby alternative; girls and puberty; circles of change; accepting change; looking ahead.</p>
<p>sequencing</p>	<p>I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how they fit in. I understand how democracy works through the school council I understand that my actions affect myself and others I understand how groups come together to make decisions I understand how democracy and having a voice benefits my school community</p>	<p>I understand that sometimes we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I think it is going on I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>To be able to write New Years Resolutions To be able to explain their hopes and dreams To be able to understand that hopes and dreams do not always come true To be able to set new goals even if they have been disappointed To be able to work out the steps to achieving a new goal</p>	<p>To be able to explain how friendship groups are formed To be able to recognise the changing dynamics in different groups To understand the facts about smoking and its effect on health To understand the facts about alcohol and its effect on health To recognise when people put me under pressure and ways to resist To be clear on the meaning of right and wrong</p>	<p>To be able to describe how it feels to be part of a range of relationships To be able to explain how people feel when they lose someone or something they love To be able to explain how it feels when you no longer see someone To be able to explain the different points of view on animal rights To be able to show love and appreciation for the people and animals who are special to me</p>	<p>To be able to understand that my personal characteristics have come from my birth parents To be able to correctly identify the internal and external parts of male and female bodies that are necessary for making a baby To be able to describe how a girl's body changes in order for her to have a baby when she is an adult To be able to explain how the circle of change works and can apply it to changes they want to make in their life To be able to identify changes that have been and may continue to be outside of my control To be able to identify what I am looking forward to when they are in Year 5</p>
<p>composite</p>	<p>An understanding of the school community and how our actions affect that community.</p>	<p>An understanding of differences among people and how to be respectful of others.</p>	<p>To understand how to deal with disappointment and how to work to achieve goals.</p>	<p>A clear understanding about relationships with friends and issues linked to smoking and alcohol.</p>	<p>An understanding of relationships and how to cope with loss, jealousy and falling out.</p>	<p>An understanding of how bodies change through puberty and how bodies prepare for reproduction</p>
<p>RE</p>	<p>L2.2 What is it like for someone to follow God?</p>	<p>L2.4 What kind of world did Jesus want?</p>	<p>L2.6 For Christians, what was the impact of Pentecost?</p>	<p>L2.8 What does it mean to be Hindu in Britain today?</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p>	<p>L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious</p>
<p>sequencing</p>	<p>I can make clear links between the story of Noah and the idea of a covenant I can create a class covenant I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. I can make clear links between the story of Abraham and the concept of faith.</p>	<p>I can recognise what a gospel is and what type of stories they contain (John the Baptist) I can explain the similarities and differences of infant and believer's baptism I can explain what the trinity is I can explain that God can be presented in different ways</p>	<p>To be able to retell the story of the Pentecost To be able to explain the symbols of Pentecost To be able to analyse artwork based on the Pentecost To be able to create an invite to a Pentecost celebration</p>	<p>To be able to explain Hindu beliefs To be able to explain how Hindus show their faith within their families To be able to describe why a shrine is important to Hindus To be able to explain how Hindus show their faith when in the community To be able to research how Hindus celebrate Diwali in Britain and India today To be able to tell the story of Rama and Sita</p>	<p>To be able to explain how Jews celebrate Rosh Hashanah To be able to explain how and when Jews repent (Yom Kippur) To be able to explain how Jews celebrate Passover and the importance of freedom To be able to explain how the 10 commandments are important to Jewish people To be able to research the prayers and blessings Jewish people say throughout the day</p>	<p>To be able to identify the ways the world in not a good place To be able to explain how the golden rule can help make the world a better place To be able to describe Jewish beliefs and actions and identify the meaning of tikkun olam To be able to research an inspirational Christian To be able to explain how Muslims make the world a better place To be able to explain what makes some people world changers</p>
<p>composite</p>	<p>To know and understand the story of Noah and why it is important to Christians.</p>	<p>To know what kind of world Jesus wanted through bible text and how god is presented.</p>	<p>To have a clear understanding of how Christian celebration of Pentecost</p>	<p>To have a better understanding of Hindus in Britain today</p>	<p>To have a better understanding of the Jewish festivals</p>	<p>To have a better understanding of how religions help to make the world a better place</p>

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DT/Art	Henri Rousseau Drawing and Painting	Christmas Textiles- Baubles	Barbara Hepworth Clay coil pots	Electricity- Alarm Systems	Mechanisms- Levers Roman Catapults	Andy Warhol Lino Printing Portraits
sequencing	I can discuss the artwork of a famous artist I can create shades of one colour I can draw from my observations I can draw an animal from four perspectives I can experiment with collage techniques I can create a background I can create a mixed-media collage	To be able to research and evaluate existing products To be able to learn new stitches To be able to design a Christmas decoration according to a design criteria To be able to make a festive felt decoration To be able to evaluate my festive felt decoration	I can analyse the artwork of a famous sculptor I can research canopic jars I can use the coiling technique I can make slip to join clay I can etch a design into clay I can make my coil pot I can use finishing techniques to paint my coil pot	To be able to investigate different types of alarm systems and how they are used To be able to create circuits using a range of different switches To be able to design an alarm system for a particular purpose To be able to create an alarm system based on a design To be able to evaluate a finished product	To be able to explain how a lever works To be able to measure and cut accurately To be able to design a roman catapult To be able to make a roman catapult To be able to evaluate a roman catapult	I can analyse the artwork of Andy Warhol I can create my own onomatopoeia design I can create digital pop art image I can experiment with lino printing
composite	A mixed media collage	Christmas bauble	A coil pot	Alarm system for a tomb	Roman catapult	Lino print pop art
PE	Real PE U1-Personal Swimming	Real PE U2-Social Swimming	Real PE U3-Cognitive Invasion Games Link -High 5	Real PE U4-Creative Invasion Games Link - Football/Tag Rugby	Real PE U5-Physical Striking/Fielding Link- cricket/rounders	Real PE U6-Fitness Athletics Link-Run/Throw/Jump
sequencing	I can ask for help when appropriate I can try several times if at first I don't succeed I know where I am with my learning I can begin to challenge myself I can cope well and react positively when things become difficult I can persevere with a task and improve my performance through regular practice	I can help, praise and encourage others in their learning I can show patience and support others listening carefully to them about their work I can show and tell others about my ideas I can help organise roles and responsibilities and I can guide a small group through a task I can cooperate well with others and give helpful feedback	To explain why someone is working or performing well To order instructions, movements and skills To explain what I am doing well To understand the simple tactics of attacking and defending To use an awareness of space and others to make good decisions To understand ways to judge performance and identify parts to work on.	To select and link movements together to fit a theme To compare movements and skills with those of others To recognise similarities and differences in movements and expression To make up rules and versions of activities To change tactics, rules or tasks to make activities more challenging To link actions and develop sequences of movements	To be able to perform a range of skills with some control and consistence To be able to perform a sequence of movements with some changes in level, directions and speed To be able to perform and repeat longer sequences with clear shapes and controlled movement To be able to select a range of skills with good control and consistency To be able to perform a variety of movements and skills with good body tension To be able to link actions together so they flow	To be able to say how their body feels before, during and after exercise To be able to use equipment appropriately and land safely To be able to describe how my body feels during and after exercise and why To be able to explain why we need to warm up and cool down To be able to explain the basic fitness components To be able to explain how often and how long to exercise for it to be healthy
composite			To complete a Dynamic Balance on a line and work on ball skills	To complete sending and receiving skills and perform a Counter Balance with a partner.	Quick off the mark and front curling challenge	Tunnels and balance transfer challenge
Music- Charanga	Mamma Mia; ABBA	Glockenspiel Stage 2: Learning basic instrumental skills by playing tunes in varying styles	Stop! : Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me: Gospel	Blackbird :	Reflect, Rewind and Replay: Western Classical Music and your choice from Year 4
Sequencing	To be able to recognise the basic style indicators of ABBA's music (Mama Mia) To understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to. (Dancing Queen) To be able to use musical vocabulary to describe and compare a piece of music.(The Winner Takes it all) To be able to Sing, Play and Copy back, Play and Improvise and Improvise (Waterloo) To be able to play tunes and improvise. (Super Trouper) To be able to compose some/a simple melodies / melody. (Thank you for the Music) To be able to Sing the song and perform your composition(s) within the song.	To be able to use the notes C, D, E and F To be able to listen to an appraise Mardi Gras Groovin' To understand the term pitch and identify it in a glockenspiel piece of music. To be able to play a duet using the notes the notes C, D, E, F and G To be able to name the notes in the piece 'Flea Fly' To be able to appraise and play Rigadoon by Purcell I can create a glockenspiel composition.	To be able to appraise, sing and rap Stop! by Joanna Mangona To be able to appraise Gotta Be Me by Secret Agent 23 Skidoo To begin to compose a rap To be able to compare a classical march with a contemporary rap To be able to learn a rap (Ho Gaya Sharabi by Panjabi MC) To be able to recognise a musical genre (Libertango by Astor Piazzolla) To be able to appraise Brazilian Samba/Hip hop Fusion music To be able to perform a rap to an audience	To be able to listen to and appraise the song Lean on me. To be able to identify instruments in a song To be able to find the pulse in a song whilst listening. To be able to play and copy back instrumental parts using up to 3 notes To be able to sing in unison To be able to compose a simple melody using simple rhythms To be able to perform and share their composition to an audience.	To be able to listen to and appraise Blackbird by The Beatles To be able to compare two Beatles compositions (Blackbird and Yellow Submarine) To be able to find the pulse in a piece of music (Hey Jude) To be able to learn a song (Blackbird) To be able to sing the song and perform composition(s) within the song To be able to prepare a composition and performance (linked to Blackbird) To be able to perform a composition to an audience.	To be able to listen to and appraise classical music To be able to continue to embed the foundations of interrelated dimensions of music using voices and instruments To be able to sing a range of songs To be able to play instruments alongside a song To be able to improvise using voices and instruments To be able to compose their own music To be able to share and perform their composition to an audience
composite	To be able to share and perform their composition to an audience	To be able to share and perform their composition to an audience	To be able to share and perform their composition to an audience	To be able to perform their melody	To be able to share and perform their composition to an audience	To be able to share and perform their composition to an audience
French	On y va! (All onboard!)	L'argent de poche (pocket money)	Raconte-moi une histoire (Tell me a story)	Vive le Sport (Our Sporting Lives)	Le Carnaval des Animaux (The Carnival of Animals)	Quel temps fait-il? (What's the weather like?)
sequencing	To name places where French is spoken and find them on a map To learn weather and transport words in French To recognise and order the days of the week in French I can join sentences with et and mais To talk in French about ways in which people travel To understand others saying how they travel To recognise that some final letters in French are silent (e.g. t, d) To use a bilingual dictionary to find the meaning of unknown words in French To write about travelling to different places and the weather To begin to write familiar words in French from memory To identify ways of recalling French words	To learn numbers 1–30 in French and understand them when spoken To say and write numbers 1–30, in sequence and out of sequence To ask for and give prices in euros (up to 30) To use the correct indefinite determiner un/une according to the gender of the noun To form plurals of nouns in French To use an adjective in French to describe an object To use j'ai (I have) and je n'ai pas (I have not) in sentences To understand someone giving a range of opinions in French To give an opinion in French including a reason To use exclamations in French to express likes and dislikes	To understand a familiar story in French. To make links between French words and familiar words. To use a dictionary to add to a 'qu' wordbank. To distinguish between the French sounds on and en/an. To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante). To choose an appropriate adjective to describe a character in a sentence, applying French grammar rules. To classify words according to gender (adjectives) or phonics (on/an/en). To recognise numbers in 10s to 100 in French. To count in 10s to 100 in French	To talk about sports, choosing the correct verb je joue à / je fais de. To understand others talking about their sporting preferences in French. To understand that à le is contracted to au and de le to du, and apply this to speaking and writing. To learn the names of foods in French and revise those learnt previously. To name food items and attempt to write them in French. To write a sentence about things that are good or bad for health. To say and write more extended sentences about healthy lifestyles. To recognise and pronounce words containing the on sound. To develop techniques to memorise language including making associations with previous learning.	To name and spell animals in French To ask and answer questions: Où habites-tu ? and Quelle heure est-il ? To describe characteristics in French using Je suis... (I am) To further the description by using appropriate adjectives according to noun gender To recognise and say the 'oi' sound in French words To understand the time in French ► To say the time (o'clock) To write about animals in French, including their habitat and eating habits To use conjunctions et and mais to join sentences	To say what the weather is like in French To recognise weather expressions in French To use Je porte (what I am wearing) in sentences and recognise the names of items of clothing To understand and form the date in French To ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ? To understand the expression Quand (weather) il te faut (clothing) To describe clothing in French using appropriate adjectives, obeying rules of agreement To create a weather forecast in French To appreciate that zéro looks the same but is pronounced differently in English and French To recognise and say the sound represented by au/eau in French words To recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an
composite	Composite: To have an understanding of which countries speak French, to start	Composite: To understand how French grammar such as forming plurals and to know phrases to	Composite: To read and understand a familiar fairy tale in French.	Composite: To talk and write about the sports I do in French.	Composite:	Composite:

Year 5	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		to recognise silent letters and to how French words associated with travel.	describe I have, have not and an opinion.			describe in French the characteristics of some animals identify and use the masculine and feminine forms of some French adjectives use the French words for 'and' and 'but' to make longer sentences identify and correctly pronounce the French <i>oi</i> sound	understand, say and write the names of some clothes in French say and write in French what you are wearing ask in French what the weather is like talk and write in French about what the weather is like talk and write in French about suitable clothes for different weather conditions
	History/Geo	Coasts	Ancient Maya Civilization	The Victorians	Night and Day	The Ancient Greeks	Going Global
	sequencing	To explain <i>the water cycle processes.</i> To <i>research the main types of coast found in the UK.</i> To <i>research the processes involved in coastal erosion</i> To <i>create a glossary of the key physical coastal features.</i> To <i>learn about the impact of the sea on people living on the coast.</i> To <i>film a news report from a coastal erosion scene/ write a newspaper report from a coastal erosion scene.</i> To <i>investigate coastal defences.</i> To <i>identify the human uses of the coast and take part in a debate to evaluate coastal tourism.</i> To <i>build a model to represent a range of human and physical coastal features.</i> To <i>add a high-quality coastal process explanation to the model</i>	To know why we study The Mayans in school. To have an awareness of how the Maya fitted in to a wider chronological pattern of other civilisations and periods To know that even though the area they lived in was mainly jungle, they grew strong. (To know when and where the Maya lived and the type of environment they lived in. To understand the difficulties of sustaining a civilization in a rainforest environment) To what life was like at the height of The Mayan civilisation. To know what the hieroglyphs tell us of Maya culture and society. To understand the Maya Long Count Calendar System. To understand the inter-dependent nature of Maya cities. To know how we know what it was like there, 1000 years ago. (To understand what an archaeologist does) To know why The Mayans believed in human sacrifice. To know why The Mayan civilisation ended so quickly.	To know what the main changes were that took place during this time and who were the most important people responsible. To know what were the effects of changes in industry, especially factories. To know how town life compared to life in the countryside at this time. To know what were the main changes in transport and what effects did they have on the lives of rich and poor. To know how going to school different for rich and poor? To establish whether or not the Victorian times was a Dark Age or a Golden Age.	A study exploring the reasons we have night and day and the different seasons including the significance of the Greenwich Mean Time and Prime Meridian. To locate key features on a world map and identify why they are important. Locational Knowledge Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle To identify why we have day and night. To compare the Arctic and Antarctic circle and their daylight hours. To identify why we have different seasons. To locate the lines of latitude and longitude and identify why they are important. To be able to use the lines of longitude and latitude and four and six figure grid references to describe position.	To understand how can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? To know what can we work out about everyday life in Ancient Athens from the pottery evidence that remains? To know why was Athens able to be strong at the time? To know what was so special about life in 5 th Century BC Athens that makes us study it? To know what can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? To know in what ways, have the Ancient Greeks influenced our lives today? To building on pupils' investigations in KQ2, children develop a diary for a chosen person from 5 th or 6 th century BC Athens	To understand how trade became global. (To know: what is trade; could we live without trade; the different scales goods be exchanged at; what makes trade 'global'; How and why has trade changed through time to become global; trade during each time period; Where products we buy come from) To understand import and export, food and global trade. To understand the global supply chain To understand the impact on the environment. To know what the UK exports and to where. To investigate Fairtrade.
	composite	Explanation text, Newspaper report, Labelled model of human and physical coastal features.	To have a good understanding of who the Mayans were and why their civilisation ended. Information Text Diary Entry	Diary account Recount Biography/auto-biography	To understand the reasons we have night and day and the different seasons including the significance of the Greenwich Mean Time and Prime Meridian.	To know the impact of the Ancient Greek culture on society today. Fact Files Create own Greek myth Travel brochure Menu	Poster on fair Trade Explanation Texts Newspaper Reports
	Science	Let's get moving: forces of nature, friction, simple machines-	Material World -sorting and grouping materials, solutions and mixtures, Properties of materials, changes of materials	Circle of Life: making new plants, animal life cycles, making babies	Out of this world -Our Solar System, Earth and space, day and night.	Growing up and growing old; From baby to old age, growing up, growing old	Science Week
	sequencing	To explain that objects fall towards the Earth because of the force of Gravity To plan different types of scientific enquiries To carry out secondary research into Galileo and Newton To identify the effects of air resistance To identify the effects of water resistance To identify the effects of friction	To create a Wordle about materials to identify prior learning. To identify different properties of materials To give reasons for the particular uses of everyday materials To carry out a fair test relating to the particular uses of everyday materials. To investigate thermal conductors and insulators To carry investigate solutions and mixtures To consolidate learning through an end of unit assessment.	To describe sexual reproduction in plants To describe asexual reproduction in plants To describe the life cycle of a mammal To describe the life cycle of an amphibian To describe the life cycle of an insect To describe the life cycle of a bird	To name all the planets in the solar system To carry out research on the solar system To carry out research on Galileo and Copernicus To explain day and night To explain the phases of the moon. To consolidate learning through an end of unit assessment.	To describe the changes as humans develop to old age. To describe the changes as humans develop to old age. Key ideas to develop are; length of pregnancy, how a baby develops and grows during pregnancy and the idea that other mammals have similar pregnancies To describe the changes as humans develop to old age. To describe the changes as humans develop to old age. To describe the changes as humans develop to old age. To describe the changes as humans develop to old age. (including puberty)	To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. To use test results to make predictions to set up further comparative and fair tests. To identify scientific evidence that has been used to support or refute ideas or arguments.
	composite	An understanding of a range of forces	An understanding of properties of materials	An understanding of life cycles of living things	An understanding of our solar system	An understanding of the changes that happen as we grow up	To develop their working scientifically skills
	Computing /ICT	Computing Skill: CS – Coding Unit: 5.1 <i>we are game developers – developing an interactive game</i> WHOLE SCHOOL: INTERNET Safety Internet Day 07/02/23 - Theme: "Together for a better internet"	Computing Skill: CS – Coding Unit: 5.2 <i>We are cryptographers - cracking codes using Morse code and semaphore</i>	Computing Skill: DLU – Digital Literacy Unit: 5.3 <i>We are architects – creating a virtual gallery using Trimble SketchUp</i>	Computing Skill: IT – Information Technology Unit: 5.4 <i>We are web developers – making sense of the Internet and building a website</i>	Computing Skill: IT – Information Technology Unit 5.5 <i>We are adventure gamers – creating an interactive adventure using presentation software (Google Slides/ PowerPoint)</i>	Computing Skill: IT Unit: 5.6 <i>We are VR designers – experimenting with virtual and augmented reality</i>
	sequencing	To analyse games and plan own game.	To communicate information using semaphore. To communicate messages using Morse Code.	To explore existing art galleries and identify their features and characteristics.	To understand the components of the school's network. To understand how messages are routed across a network.	To plan an interactive adventure game. To create text describing the locations or situations in a game.	To explore locations in virtual reality (VR) using Street View. To create and upload a 360° photograph to Street View.

	<p>To create a background, sprites and sound effects/music for a game. To create a prototype of a game in Scratch. To debug programs and improve a game. To test and improve the game. To write a set of instructions for a game and publishing it online.</p>	<p>To use the Caesar cipher to create and crack codes. To develop knowledge and use of ciphers to include substitution ciphers and frequency analysis. To learn about the importance of passwords for online security. To understand how passwords are kept secure online and learn about encrypted websites.</p>	<p>To create a virtual structure using SketchUp To build a virtual gallery using SketchUp. To add furniture to a virtual gallery. To hang art in a virtual gallery. To create a virtual tour of the gallery</p>	<p>To understand how web pages are written in HTML. To plan a website about online safety. To create content collaboratively for a website. To add relevant links and media to their pages.</p>	<p>To locate appropriate images for the adventure game. To create hyperlinks between the slides of the game. To record and add audio to the game. To review and give feedback on others' adventure games.</p>	<p>To use QR codes to link digital content to physical objects. To navigate and interact with VR scenes in CoSpaces. To create a static scene in CoSpaces. To program interaction with objects in CoSpaces scenes.</p>
composite	Develop and interactive game.	Send and receive messages using Morse and semaphore, encrypt and decrypt messages using the Caesar and substitution ciphers, recognise the importance of keeping passwords entirely secret, recognise the need for encryption when using the Internet.	Creation of a virtual space.	Creation of a website	An interactive adventure using presentation software.	Explore a familiar location in Street View, take photographs on location, record a review of a book, explore a scene in CoSpaces, place objects in a CoSpaces scene, program an object to move in CoSpaces.
Linked with online Safety	<p>Self-image and identity I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Online relationships: I can explain why it is important to be considerate and kind to people on line and to respect their choices. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy behaviours. I can describe the benefits of communicating online. I can explain how relationships can safely begin online, be maintained and how they can end online too. I can describe ways that someone can manage what others say and share about them and explain strategies to protect an individuals 'digital personality' Managing information online: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p>	<p>Self-image and identity I can explain what is meant by AI and how it can harvest and shape my online experiences. Online reputation: I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Online Bullying: I can describe how bullying may change as we grow older and recognise when it is taking place online. Privacy and Security I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>Self-image and identity I can explain what autonomy means to me when it comes to the things I share and choose to engage with online. I can explain why some social media influencers promoting products and lifestyle can be 'virtual' (computer generated personalities) and not real people. Online reputation: I can describe what is appropriate to say and do in different online settings/platforms (e.g. opinions, values, information, shares, likes, forwards). Health, well-being and lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Self-image and identity I can make positive contributions to others self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures). Online Relationships: I can recognise harmful language of a discriminatory nature and who can support if this occurs. Health, well-being and lifestyle I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>Online Relationships: I can describe different ways someone can give, gain or deny consent online and explain why context is important for assessing this. I can explain the differences between active, passive and assumed consent online. Managing online information: I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>
PSHE	BM (Being Me in My World) My year ahead; being a citizen of my country; responsibilities; rewards and consequences; our learning charter; owning our learning charter.	CD (Celebrating Difference) Different cultures; racism; rumours and name-calling; types of bullying; does money matter; celebrating differences across the world	DG (Dreams and Goals) When I grow up (my dream lifestyle); investigating jobs and careers; My dream job (why and how I get there); Dream and goals of other people and other cultures; how can we support each other; rallying support.	HM (Healthy Me) Smoking; alcohol; emergency aid; body image; my relationship with food; healthy me.	RL (Relationships) Recognising me; safety with online communities; being in an online community; online gaming; my relationship with technology (screen time); relationships and technology.	CM (Changing Me) self-image & body-image; puberty for girls; puberty for boys; conception; looking ahead 1&2.
sequencing	<p>To identify my hopes and goals for this year. To understand my rights and responsibilities as a citizen of my country and I can empathise with children who lead different lives to me. To understand my rights and responsibilities as a citizen of my country and my school; I can empathise with children who lead different lives to me. To make choices about my own behaviour because I understand how rewards and consequences feel; I understand that my actions affect me and others. To understand how an individual's behaviour can impact on a group; I can contribute to the group and understand how we can function best as a whole. To understand how democracy and having a voice benefits the school community and know how to participate in this; I understand why the school community benefits from a learning charter and can help others to follow it.</p>	<p>To understand that cultural differences sometimes cause conflict; I am aware of my own culture. To understand what racism is; I am aware of my attitude towards people from different races. To understand how rumour-spreading and name-calling can be bullying behaviours To explain the difference between direct and indirect types of bullying; To know ways to encourage children who use bullying behaviours to make other choices and can support those being bullied. To compare my life with people in the developing world; I can appreciate the value of happiness regardless of material wealth. To understand a different culture from my own; I respect my own and other people's cultures.</p>	<p>To understand that I will need money to help me achieve some of my dreams. To identify what I would like my life to be like when I am grown up. To know about a range of jobs carried out by people I know and explore how much people earn in different jobs. To appreciate the contributions made by people in different jobs. To identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. To appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. To describe the dreams and goals of young people in a culture different to mine reflect on how these relate to my own. To understand that communicating with someone in a different culture means we can learn from each other identify a range of ways that we could support each other.</p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. To make an informed decision about whether or not I choose to smoke and know how to resist pressure. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. To make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations. To know how to keep myself calm in emergencies. To understand how the media, social media and celebrity culture promotes certain body types. To reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. To describe the different roles food can play in people's lives and can explain how people can develop eating problems</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities and to know how to keep building my own self esteem. To understand that belonging to an online community can have positive and negative consequences and to recognise when one feels unsafe or uncomfortable. To understand there are rights and responsibilities in an online community or social network and to recognise one is helpful or unhelpful to me. To know that there are rights and responsibilities when playing an online game and to recognise when one is becoming unhelpful on unsafe. To recognise when I am spending too much time using devices (screen time) and to identify things, I can do to reduce screen time, so my health isn't affected. To explain how to stay safe when using technology to communicate with my friends and to recognise and resist pressures to use it ways that may be risky or may cause harm to myself or others.</p>	<p>To be aware of my own self-image and how my body image fits into that; to know how to develop my own self-esteem. To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally; to understand that puberty is a natural process that happens to everybody. To describe how boys' and girls' bodies change during puberty; to express how I feel about the changes that will happen to me during puberty. To understand that sexual intercourse can lead to conception and that is how babies are usually made. To understand that sometimes people need IVF to help them have a baby. To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). To identify what I am looking forward to when I move to my next class.</p>

			To appreciate the similarities and differences in aspirations between myself and young people in a different culture. To encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. To understand why I am motivated to make a positive contribution to supporting others.	(disorders) relating to body image pressures. To respect and value my body. To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. To be motivated to keep myself healthy and happy.		
composite	Composite: Class learning charter	Composite: Poetry piece based on the 'other'	Composite: To identify their dreams and goals for the future.	Composite: To have a good understanding of how to stay healthy and safe.	Composite: Demonstrate an understanding of safe relationships.	Composite: Understand puberty and the body changes that occur.
RE	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.9 Why is the Torah so important to Jewish people?	U2.11 Why do some people believe in God and some people not? Christians, non-religious
sequencing	To understand the key qualities of God. To identify the difference between "holy" and "loving". To understand how Christians share beliefs through music. To see how cathedrals are designed showing Christian beliefs about God. To understand how God is represented through symbols and signs. To explain why Christians expect their God to be both holy and loving. To know that many people demonstrate holy and loving qualities in the things they do.	To recall, in order, events in the big story. To explain the place of incarnation and Messiah within the Big Story of the Bible. To understand the Christian elements of the celebration of Christmas. To discuss the ways in which the Holy Spirit helps Christians. To know how many Christians put beliefs about Jesus' incarnation into practice. To analyse the example that Jesus sets for Christians and how they should live. To see that it makes a difference to those people who believe in Jesus as the Messiah.	To identify and explain Hindu beliefs. To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs. To explain dharma, karma, samara and moksha. To identify and explain dharma accurately using technical terms. To make links between dharma, karma, samara and moksha and the way Hindus live. To discuss the impact that karma might have on all individuals around the world.	To say how Incarnation and Salvation fit within it the Big Story. To suggest meanings for narratives of Jesus' death/resurrection. To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. To suggest meanings for narratives of Jesus. To make clear connections between the Christian belief in Jesus' death as a sacrifice. To weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	To consider the importance of what promises are and what they mean to us. To understand that the Torah has the 10 commandments, which are rules for Jews to follow. To understand how Jews show respect to the Torah and why they do this To make clear connections between Jewish commandments and how Jews live. To understand some of the features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance. To discuss the value of tradition, ritual, community and worship for Jews and for other people.	To explain the terms 'theist', 'atheist' and 'agnostic' To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. To consider how facts, beliefs and opinions come about and how they are interpreted. To understand why the natural world is seen by many Christians as evidence for belief in God. To give examples to show how believing in God can affect people's lives differently. To answer, "Is God real?", giving evidence to back up my idea.
composite	know what it means if Christians believe God is holy and loving.	know why Christians believe Jesus was the Messiah.	know why Hindus want to be good	know what Christians believe Jesus did to 'save' people.	know why the Torah is important to Jewish people	understand why some people believe in God and some people do not
DT/Art	Claude Monet Landscape Impressionism	Christmas Textiles – Binca Cards	William Morris Printing	Mechanisms Cams Victorian Toys	Greek Vases	Cooking and Nutrition-Cornish Pasty
sequencing	1. To critique Monet's landscape paintings 2. To explore impressionism 3. To experiment with watercolours 4. To sketch a waterlily using shading. 5. To create a landscape in the style of Monet.	To be able to conduct relevant market research To be able to identify my design specification To be able to learn new stitches To be able to design my Christmas card To be able to create my binca Christmas card To be able to evaluate my binca Christmas card	1. To explore and analyse the work of William Morris. 2. To sketch William Morris motifs. 3. To design my own motif. 4. To create a printing block. 5. To experiment with printing. 6. To create a Victorian gift bag in the style of William Morris.	To be able to investigate toys with a moving CAM mechanism To be able to investigate different types of CAM mechanism To be able to design a moving toy with a CAM mechanism To be able to make a prototype and make adjustments where necessary To be able to follow a design to create a moving toy with a CAM mechanism To be able to evaluate my product against a design specification	To be able to research Greek vases. To be able to explain what the pictures portray. To be able to create a Greek pattern To be able to draw a Greek vase following my design To be able to construct a Greek vase using a papier mache technique To be able to decorate my Greek vase using Greek patterns. To be able to evaluate the process of making a Greek vase	To be able to research the history of the Cornish Pasty To be able to make a short crust pastry To be able to crimp short crust pastry to form a crust To be able to design a filling for my Cornish pasty To be able to make a Cornish pasty To be able to evaluate my Cornish pasty
composite	Landscape in the style of Monet	Binca Christmas card	William Morris Style Gift bag	Victorian CAM toy	Greek theatre mask	Cornish pasty
PE	Real PE U1-Cognitive Invasion Games Link -High 5	Real PE U2-Creative Invasion Games Link - Football/Tag Rugby	Real PE U3-Social Swimming	Real PE U4-Physical Swimming	Real PE U5-Fitness Striking/Fielding Link-cricket/rounders	Real PE U6-Personal Athletics Link-Run/Throw/Jump
sequencing	To use my awareness of space and others to make good decisions. To understand ways to judge performance To identify specific parts of performance to work on To a clear idea of how to develop my own and other's work To recognise and suggest patterns of play which will increase chances of success To develop methods to outwit opponents	To change tactics, rules or tasks to make activities more fun or more challenging To link actions and develop sequences of movements that express my own ideas To adapt and adjust my skills, movements or tactics so they are different from or in contrast to others To respond imaginatively to different situations. To use variety and creativity to engage an audience. To effectively disguise what I am about to do next.	To co-operate well with others and give helpful feedback To help organise roles and responsibilities To guide a small group through a task To give and receive sensitive feedback to improve myself and others To negotiate and collaborate appropriately To involve others and motivate those around me to perform better	To link actions together so that they flow To perform a variety of movements and skills with good body tension To perform a range of skills fluently and accurately in practice situations To use combinations of skills confidently in sports specific contexts To perform a variety of skills consistently and effectively in challenging or competitive situations To effectively transfer skills and movements across a range of activities	To describe the basic fitness components To explain how often and how long I should exercise to be healthy To select and perform appropriate warm up and cool down activities To identify possible dangers when planning an activity To explain how different individuals need different types and levels of fitness To plan and follow my own basic fitness programme	To cope well and react positively when things become difficult To persevere with a task and improve performance through regular practise To see new challenges as opportunities to learn and develop To recognise strengths and weaknesses and set appropriate targets To create an individual learning plan and revise that plan when necessary To accept critical feedback and make changes
composite			Composite: To perform a Dynamic Balance on a line and a Counter Balance with a partner	Composite: To perform a Static Balance on one leg and Jumping and Landing to show Dynamic Balance to Agility	Composite: Beanbag Raid Knockout Tournament and Dodgeball Ladder Tournament	Composite: Throlf Levelling the Field Tournament and Scatterball Knockout Tournament
Music	Livin' On A Prayer: Rock	Classroom Jazz 1: Jazz	Make You Feel My Love: Pop Ballads	Fresh Prince Of Bel-Air: Hip Hop	Dancing In The Street: Motown	Reflect, Rewind and Replay: Western Classical music and your choice from Year 5
sequencing	To listen to and appraise the song 'Livin' on a Prayer' To identify the piece's structure (intro, verse 1, bridge, chorus) To identify the instruments/voices (lead vocal, electric guitar, bass guitar, drums, keyboard) To find the pulse whilst listening. To identify changes in tempo, dynamics and texture. To sing in unison. To play instrumental parts (glocks) accurately and in time. To improvise in the lessons and as part of the performance.	To listen to appraise: The Three Note Bossa & The Five Note Swing To identify the structure (Three Note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. To identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. To identify instruments/voices: Piano, bass, drums, glockenspiel. To play instrumental parts (glocks) with the music by ear	To listen to and appraise the song 'Make You Feel My Love' To identify the structure: Piano intro, verse1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending) To identify instruments/sounds: strings, piano, guitar, bass, drums. To find the pulse whilst listening. To sing in unison To play and copy back instrumental parts (glocks)	To listen to and appraise the song 'The Fresh Prince of Bel-Air' To identify the structure: Piano intro, verse1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending) To identify instruments/sounds: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper) To find the pulse whilst listening. To sing (rapping) in unison	To listen to and appraise the song 'Dancing in The Street' To identify the structure: Intro, verse1, chorus, bridge, verse 2, chorus, bridge, verse 3. To identify instruments/sounds: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). To find the pulse whilst listening. To sing in unison and with backing vocals.	This unit of work consolidates the learning that has occurred during the year. To listen and appraise a different piece of music each week (including classical) To continue to embed the foundations of the interrelated dimensions of music using voices and instruments. To create own rhythms and clapping. To sing in unison and with backing vocals.

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		To compose a melody using simple rhythms and use as part of the performance. To perform and share: to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition	using the notes G, A + B and D, E, G, A + B. To improvise in a Bossa Nova style using the notes: G, A + B. To improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A + B. To can perform and share: to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition	using up to 3 notes (C, D and E) To play instrumental parts (glocks) with the music by ear and/or from notation using up to 3 notes,- C, D + E. To improvise using up to 3 notes: - C, D + E. To choose a simple melody using simple rhythms choosing from the notes C, D+E, or C, D, E, F +G. To perform and share: I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition	To play and copy back instrumental parts (glocks) using up to 3 notes (D, E and F) To play instrumental parts (glocks) with the music by ear and/or from notation using up to 3 notes,- D, G + A. To improvise using up to 3 notes: - D, E + F. To choose a simple melody using simple rhythms choosing from the notes D, E+F, or D, E, F, G +A. To perform and share: to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition	To play and copy back instrumental parts (glocks) using up to 3 notes (F, G and A) To play instrumental parts (glocks) with the music by ear and/or from notation using the easy or medium part, up to 2 notes, - F + G (complex rhythms). To improvise using up to 3 notes: - D, E + F. To compose a simple melody using simple rhythms choosing from the notes C, D, E, F +G. To perform and share: I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition	To play instruments within the song. To improvise using voices and instruments. To compose using the Music Explorer resources. To prepare for a performance of songs and activities from the year.
	composite	Composite: A performance of the song 'Livin' on a Prayer'	Composite: Final performance of piece	Composite: Final performance of piece	Composite: Final performance of piece	Composite: Final performance of piece	Composite: Final performance of piece
	French	On y va! (All onboard!)	L'argent de poche (pocket money)	Raconte-moi une histoire (Tell me a story)	Vive le Sport (Our Sporting Lives)	Le Carnaval des Animaux (The Carnival of Animals)	Quel temps fait-il? (What's the weather like?)
	sequencing	To name places where French is spoken and find them on a map To learn weather and transport words in French To recognise and order the days of the week in French I can join sentences with et and mais To talk in French about ways in which people travel To understand others saying how they travel To recognise that some final letters in French are silent (e.g. t, d) To use a bilingual dictionary to find the meaning of unknown words in French To write about travelling to different places and the weather To begin to write familiar words in French from memory To identify ways of recalling French words	To learn numbers 1–30 in French and understand them when spoken To say and write numbers 1–30, in sequence and out of sequence To ask for and give prices in euros (up to 30) To use the correct indefinite determiner un/une according to the gender of the noun To form plurals of nouns in French To use an adjective in French to describe an object To use j'ai (I have) and je n'ai pas (I have not) in sentences To understand someone giving a range of opinions in French To give an opinion in French including a reason To use exclamations in French to express likes and dislikes	To understand a familiar story in French. To make links between French words and familiar words. To use a dictionary to add to a 'qu' wordbank. To distinguish between the French sounds on and en/an. To understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante). To choose an appropriate adjective to describe a character in a sentence, applying French grammar rules. To classify words according to gender (adjectives) or phonics (on/an/en). To recognise numbers in 10s to 100 in French. To count in 10s to 100 in French	To talk about sports, choosing the correct verb je joue à / je fais de. To understand others talking about their sporting preferences in French. To understand that à le is contracted to au and de le to du, and apply this to speaking and writing. To learn the names of foods in French and revise those learnt previously. To name food items and attempt to write them in French. To write a sentence about things that are good or bad for health. To say and write more extended sentences about healthy lifestyles. To recognise and pronounce words containing the on sound. To develop techniques to memorise language including making associations with previous learning.	To name and spell animals in French To ask and answer questions: Où habites-tu ? and Quelle heure est-il ? To describe characteristics in French using Je suis... (I am) To further the description by using appropriate adjectives according to noun gender To recognise and say the 'oi' sound in French words To understand the time in French ► To say the time (o'clock) To write about animals in French, including their habitat and eating habits To use conjunctions et and mais to join sentences	To say what the weather is like in French To recognise weather expressions in French To use Je porte (what I am wearing) in sentences and recognise the names of items of clothing To understand and form the date in French To ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ? To understand the expression Quand (weather) il te faut (clothing) To describe clothing in French using appropriate adjectives, obeying rules of agreement To create a weather forecast in French To appreciate that zéro looks the same but is pronounced differently in English and French To recognise and say the sound represented by au/eau in French words To recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an
	composite	Composite: To be able to talk about the weather in French and say how they travel to places.	Composite: To be able to use French numbers to say how much an item costs and to be able to express their likes and dislikes in French.	Composite: To read and understand a familiar fairy tale in French.	Composite: To talk and write about the sports I do in French.	Composite: describe in French the characteristics of some animals identify and use the masculine and feminine forms of some French adjectives use the French words for 'and' and 'but' to make longer sentences identify and correctly pronounce the French oi sound	Composite: understand, say and write the names of some clothes in French say and write in French what you are wearing ask in French what the weather is like talk and write in French about what the weather is like talk and write in French about suitable clothes for different weather conditions
Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History/Geo	Blue Planet	Crime and Punishment	World War II Britain at War : The Home Front 1939-45	Rivers (London)	Comparing mining in a Local area, UK and North America and Europe	Local study: Mining
	sequencing	To be able to identify and label the world's oceans To be able to describe the layers of the ocean To know that the Mariana Trench is deepest trench in the world To be able to explain some the threats to the ocean eco-system To know that due to climate change the ice covering the Arctic ocean is slowly shrinking To be able to explain why Ernest Shackleton is an important historical figure To be able to locate the Great Barrier Reef and living things that inhabit the world's oceans To be able to identify renewable and non-renewable energy sources	To know how criminals were punished 800 years ago and how we know. To know what the legend of Robin Hood tells us about medieval justice. To know how crimes and punishments changed between 1500 and 1750. To know why punishments became so bloody in 18 th Century. To find out about typical crimes and punishments in the Victorian period. To compare Victorian punishments to the modern day justice system To understand why so much change happened in the 19 th century. To decide whether the way we catch and punish criminals has improved much in the last 100 years. To decide when the best time to be a criminal was.	To know why Britain had to go to war in 1939. To know why it was necessary for children to be evacuated and what was evacuation like. To know how Britain was able to stand firm against the German threat. To know how people managed to carry on normal life during the war and how we know. To know why it is so difficult to be sure what life one the Home Front was really like. To know what VE day was really like. To know what Cornwall was like during the war	To understand the key processes of the water cycle. To identify features of a river system. To identify the characteristics of the three stages of a river To research and present information about a well-known world river. (Thames/Tamar) To identify rivers using an atlas To think about the different ways we use water. To understand the impact of floods and droughts.	To be able to use maps to locate North America including Mexico To be able to identify and map the key cities and biomes of Mexico To be able to describe the contrasting physical and human landscapes found in Mexico To be able to compare and contrast Mexico and the United Kingdom To be able to research the Mexican culture (fiesta Day of the Dead) To be able to explain why Mexico is a popular tourist destination	To know how Sir Humphry Davy contributed to the past To know about significant historical events in their own locality e.g. The Levant mining disaster
	composite	An understanding of environmental issues we are currently facing and how we can help	An understanding of how crime and punishment has changed over time	An understanding of what it was like to live in Britain during WW2.	An understanding of the features of a river with a study on the River Thames	An understanding of the similarities and differences of Mexico and the UK.	An understanding of how mining changed Cornwall
Six	Science	Electricity	Light	Classifying Living Things	Evolution and inheritance	Healthy Bodies	Science Week

<p>sequencing</p>	<p>To be able to identify symbols for electrical components To be able to draw a circuit using electrical symbols To be able to identify if a circuit is fault and create a solution To be able to create a circuit from a diagram To be able to describe how the brightness of a bulb changes when more bulbs are added to the circuit To be able to associate the brightness of a bulb with the amount of voltage in a circuit</p>	<p>To recognise that light appears to travel in straight lines To be able to explain why shadows have the shape as the objects that cast them To be able to plan a pattern-seeking activity to find out if shadows change throughout the day To be able to explain reflection To be able to label the main parts of the human eye and explain their functions To be able to explain how we see things because of light To be able to explain refraction To be able to explain that white light is made up of a spectrum of colours</p>	<p>To be able to classify living things based on specific characteristics To be able to describe how living things are grouped To be able to create a classification key To be able to explain the importance of Carl Linnaeus To be able to conduct a fair test about bacteria</p>	<p>To be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To be able to identify features that individuals have inherited from their parents To recognise that living things produce offspring of the same kind however usually they are not identical to their parents To be able to explain how Charles Darwin developed the theory of natural selection To be able to explain the process of evolution by natural selection To be able to explain how some animals are adapted to their environment To be able to explain how some plants are adapted to their environment</p>	<p>To be able to identify and name parts of the circulatory system To be able to describe the function of the heart, blood vessels and blood. To be able to explain what happens to our organs if we do not exercise To be able to explain how exercise affects our heart rate To be able to recognise the impact of diet, exercise and drugs on our lifestyle.</p>	<p>To be able to consider how tension and compression forces affect the strength of a bridge To be able to record and present measurements using tables and graphs To be able to make predictions and examine their evidence to test their predictions To be able to ask questions and develop a line of enquiry To be able to explain the relationship between height and diameter of a falling liquid</p>
<p>composite</p>	<p>An understanding of electrical circuits and symbols</p>	<p>An understanding of light and how we see objects</p>	<p>An understanding of how to classify living things</p>	<p>An understanding of how living things evolve and how offspring inherit characteristics</p>	<p>An understanding of the human circulatory system and how to keep our bodies healthy</p>	<p>To develop their working scientifically skills</p>
<p>Computing /ICT WHOLE SCHOOL: INTERNET Safety Internet Day 07/02/23 - Theme "Together for a better internet"</p>	<p>Computing Skill: CS – Coding Unit: 5.1 we are game developers – developing an interactive game</p>	<p>Computing Skill: CS – Coding Unit: 5.2 We are cryptographers - cracking codes using Morse code and semaphore</p>	<p>Computing Skill: DLE -Digital Literacy Unit: 5.3 We are architects – creating a virtual gallery using Trimble SketchUp</p>	<p>Computing Skill: IT Unit: 5.4 We are web developers – making sense of the Internet and building a website</p>	<p>Computing Skill: IT Unit: 6.5 We are advertisers – Creating a short television advert</p>	<p>Computing Skill: DLE Unit: 6.3 We are publishers Creating a Yearbook</p>
<p>sequencing</p>	<p>To analyse games and plan own game. To create a background, sprites and sound effects/music for a game. To create a prototype of a game in Scratch. To debug programs and improve a game. To test and improve the game. To write a set of instructions for a game and publishing it online.</p>	<p>To communicate information using semaphore. To communicate messages using Morse Code. To use the Caesar cipher to create and crack codes. To develop knowledge and use of ciphers to include substitution ciphers and frequency analysis. To learn about the importance of passwords for online security. To understand how passwords are kept secure online and learn about encrypted websites.</p>	<p>To explore existing art galleries and identify their features and characteristics. To create a virtual structure using SketchUp To build a virtual gallery using SketchUp. To add furniture to a virtual gallery. To hang art in a virtual gallery. To create a virtual tour of the gallery</p>	<p>To understand the components of the school's network. To understand how messages are routed across a network. To understand how web pages are written in HTML. To plan a website about online safety. To create content collaboratively for a website. To add relevant links and media to their pages.</p>	<p>To review existing adverts and identify why they are effective To create a storyboard for an advert To be able to shoot content for an advert To be able to source other media for use in the advert To assemble a rough cut of an advert To be able to create a final cut of the advert</p>	<p>To be able to plan a yearbook To be able to plan out a section of the yearbook To be able to use word processor to create content for their section of the yearbook To review and discuss existing magazines before assembling the pages of their yearbook To be able to assess and review their final yearbook and suggesting improvements To review, edit and print a yearbook</p>
<p>composite</p>	<p>To create an interactive game</p>	<p>Send and receive messages using Morse and semaphore, encrypt and decrypt messages using the Caesar and substitution ciphers, recognise the importance of keeping passwords entirely secret, recognise the need for encryption when using the Internet.</p>	<p>To create a virtual gallery</p>	<p>To create a website</p>	<p>To create a short television advert</p>	<p>To create a year book</p>
<p>Linked with online Safety</p>	<p>Online relationships: I can explain why thinks one person finds funny or sad online may not always be seen in the same way by others. I can explain how content shared online may feel unimportant to one person but may be important to others people's thoughts, feelings and beliefs.</p>	<p>Online relationships: I can explain why we have a collective responsibility to gain consent before sharing or forwarding information online (e.g. personal details, images etc).</p>	<p>Online bullying: I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, exclusion of others from online forms of communication. setting up fake profiles of another person). I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong. I can identify and demonstrate actions to support others who are experiencing difficulties online.</p>	<p>Self-image and identity I can recognise, assess and if necessary challenge the social norms and expectations that influence how we identify ourselves online (e.g. profile pictures, shared content) and how it might differ according to gender, culture or social group. Online bullying: I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring Health, well-being and lifestyle I recognise and can discuss the pressures that technology can place on someone (e.g. immediate response on social media and messaging apps; always available; invasive; rapid engagement). I can explain the importance of self-regulating technology use; I can demonstrate strategies to do this (e.g. monitoring time spent online, avoiding accidents). I can explain how someone might recognise that they need support to manage their use of technology and who might provide that support. I can describe strategies to identify and assess when peers may need support and describe ways to assist peers who may be experiencing difficulties. I can identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing).</p>	<p>Self-image and identity I can demonstrate ways someone can use the internet and social media for positive self-promotion including enhancing employment prospects. I know how to appropriately challenge negative comments or expectations concerning my online identity. I can explain how to support others in need online and offline, both publicly and privately. Online Relationships: I can describe actions someone could take if they experience or are targeted by illegal online behaviour. Privacy and Security I can explain why someone should use a strong and separate password for their email account, as the gateway to other online accounts. I can explain the terms 'connectivity' and the 'Internet of things'. I can recognise that devices can collect and share data about users with or without their knowledge or awareness, e.g. device usage including microphone, camera and geolocation. I understand the benefits of two factor authentication and use it where available. I can explain why backing up data is important and how this can be done. I can explain how and why it is important to always ensure someone makes safe and secure online payments. I can explain why online services have terms and conditions that govern their use and give examples that illustrate how they impact on a user e.g. age restrictions.</p>	<p>Self-image and identity I can reflect on and assess the role that digital media plays in my life and give clear examples of where it benefits my lifestyle. Online relationships: I can give examples of how to make positive contributions to online debates and discussions. I can give examples where positive contributions have effected change in an online community. Online Reputation: I can explain how someone can build an online presence using a range of technologies that provide a positive representation of themselves.</p>
<p>PSHE</p>	<p>BM (Being Me in My World) My year ahead; being a global citizen 1 & 2; the learning charter; our learning charter; owning our learning charter..</p>	<p>CD (Celebrating Difference) Am I normal?; Understanding difference; power struggles; why bully?; celebrating difference; celebrating difference.</p>	<p>DG (Dreams and Goals) Personal learning goals; steps to success; my dreams for the world; helping to make a difference; helping to make a difference; recognising our achievements</p>	<p>HM (Healthy Me) Taking responsibility for my health and well-being; drugs; exploitation; gangs; emotional and mental health; managing stress and pressure.</p>	<p>RL (Relationships) What is mental health; my mental health; love and loss; power and control; Being Online; using technology responsibly.</p>	<p>CM (Changing Me) My self-image; puberty; babies (conception to birth); boyfriends & girlfriends; real self and ideal self; the year ahead. .</p>

sequencing	To identify my goals for the year To know there are universal rights for children, but for many children these are not met. To understand that my actions affect other people locally and globally To make choices for my own behaviour To understand how an individual's behaviour can impact a group	To understand there are different perceptions of what normal means To understand how being different can affect someone's life To explain some of the ways in which someone can have power over another To know some of the reasons why people use bullying behaviour To give examples of people with disabilities who live amazing lives To explain how difference can cause conflict or be celebrated	To know my learning strengths and set challenging but realistic goals for myself To work out the learning steps I need to take to reach my goal To identify problems in the world that concern me and talk about them To work with people to help make the world a better place To know what some people in my class like or admire about me	To know the impact of food on the body To know about different types of drugs and their uses To evaluate when alcohol is being used responsibly To know and be able to put into practice basic emergency aid procedures To understand what it means to be emotionally well To recognise when I feel stressed and the triggers that cause this	To know it's important to take care of my mental health. To know how to take care of my mental health. To know there are different types of loss and different stages of grief. To recognise when people are trying to gain power or control To judge whether something online is helpful or safe for me. To use technology safely and positively to communicate.	To be aware of my own self-image and how body image fits into that. To understand how boys and girls bodies change during puberty. To understand how a baby develops from conception to birth. To understand how being physically attracted to someone can change the nature of a relationship. To be aware of positive self-esteem. To identify what I am looking forward to and what worries me about transition to secondary school.
composite	Class learning charter	Poetry piece based on other	Children to be able to confidently talk about their aspirations	Children to understand more about how their minds and bodies work	Create a poster around the SMART rules	Secondary School transition pack
RE	U2.2 Creation and science: conflicting or complementary?	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.6 For Christians, what kind of king is Jesus?	U2.8 What does it mean to be a Muslim in Britain today?	U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied	U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious
sequencing	To recognise the progression through the Christian creation story To describe a scientific account of Earth To ask scientific and philosophical questions To recognise and explore different beliefs To describe my feelings about the world around me To summarise my learnings to show my findings	To explain Jesus' greatest commandments To explore Jesus' teaching on the wise and foolish builders To explore the sermon on the mount To collect the metaphors and images Jesus uses in his teaching To create a dram based upon a healing miracle To explain the Christian viewpoint on prayer and justice	To discover ways people have made the world a better place To be able to recount Jesus' temptation in the wilderness To explore Christian's beliefs around Jesus To understand Jesus' story of 'The Feast' To recount Jesus' story of the tenants in the vineyard To explore how Christians make the world a better place To answer the question 'for Christians, what kind of king is Jesus?'	To understand there are different groups of Muslims To recount the 5 pillars of Islam To explore and discuss the value and challenge for Muslims following the 5 pillars To discover the festival of Eid-ul-Adha To consider the significance of the Holy Qur'an for Muslims To find out how Muslims put the words of the Qur'an into practice To investigate the design of a mosque	To explore my beliefs of whether humans are good or bad To create a code for living To consider what is important to me and why To compare values of Humanists and Christians To evaluate my rules for life and consider my future impact on the world	To be able to describe ways in which religions guide people in how to respond to good and hard times To identify beliefs about life after death comparing and explaining similarities and differences To understand what people believe about God and how they respond to challenges in life To compare ceremonies that mark death/passing away To consider how religion helps when life gets hard
composite	To have an understanding of creation and scientific views on the creation of the world	To have an understanding of how Christians live.	To know that Christians believe Jesus to be King	To understand what life is like for a British Muslim today	To understand what people believe effects how they live	An understanding of different religious views of how faith helps when life gets hard
DT/Art	Vincent Scarpace Batik fish	Christmas textiles- Robins/Stockings/Star	Structures Anderson Shelters	Paul Cezanne Drawing and Painting Still life	Electricity- Nightlights?	Alexander Calder Wire sculpture portraits
sequencing	1. I can research the artwork of Jason Vincent Scarpace 2. I can explain what Batik is I can experiment with Batik technique 3. I can draw in the style of Jason Vincent Scarpace 4 I can create my Batik design 5. I can create a batik fish 6. I can evaluate my art work	To be able to conduct market research To be able to use blanket stitch to combine different fabrics To be able to use a design specification to inform my design To be able to make a prototype To be able to make suggestions about how a design can be improved To be able to make quality products To be able to reflect on my work using the design specification and how well it fits the needs of the user	To be able to analyse a range of shelters To be able to explore how to join and combine materials and components To be able to find suitable materials for the purpose of making a shelter To be able to design an Anderson Shelter To be able to construct an Anderson shelter To be able to evaluate a finished product	1. To critique to work of Paul Cezanne an introduction to still life 2. To be able to draw objects using different media 3. To be able to paint light and dark areas on objects. 4. To be able to paint in the style of Cezanne. 5. To create own mining themed still life display (photograph and sketch) 6. To create own still life display and colour in own media choice	To be able to research nightlights and how they are made To be able to associate the brightness of a lamp with the number of volts of cells used in a circuit To be able to design a nightlight to fit a design specification To be able to make a nightlight based on a design To be able to evaluate my product against a design specification	1. To analyse the work of a famous sculptor. 2. To create a continuous line drawing. 3. To create a continuous line portrait. 4. To be able to manipulate wire. 5. To create a wire portrait. 6. to be able to draw a self-portrait with accurate proportions
composite	Batik fish design	Hanging Christmas decoration	Model Anderson Shelter	Still life drawing	Night Light	Wire portrait sculpture
PE	Real PE U1-Cognitive Invasion Games Link -High 5	Real PE U2-Creative Invasion Games Link - Football/Tag Rugby	Real PE U3-Social Striking/Fielding Link- cricket/rounders	Real PE U4-Physical Athletics Link-Run/Throw/Jump	Real PE U5-Fitness Swimming	Real PE U6-Personal Swimming
sequencing	To use my awareness of space and others to make good decisions. To understand ways to judge performance To identify specific parts of performance to work on To a clear idea of how to develop my own and other's work To recognise and suggest patterns of play which will increase chances of success To develop methods to outwit opponents	To change tactics, rules or tasks to make activities more fun or more challenging To link actions and develop sequences of movements that express my own ideas To adapt and adjust my skills, movements or tactics so they are different from or in contrast to others To respond imaginatively to different situations. To use variety and creativity to engage an audience. To effectively disguise what I am about to do next.	To co-operate well with others and give helpful feedback To help organise roles and responsibilities To guide a small group through a task To give and receive sensitive feedback to improve myself and others To negotiate and collaborate appropriately To involve others and motivate those around me to perform better	To link actions together so that they flow To perform a variety of movements and skills with good body tension To perform a range of skills fluently and accurately in practice situations To use combinations of skills confidently in sports specific contexts To perform a variety of skills consistently and effectively in challenging or competitive situations To effectively transfer skills and movements across a range of activities	To describe the basic fitness components To explain how often and how long I should exercise to be healthy To select and perform appropriate warm up and cool down activities To identify possible dangers when planning an activity To explain how different individuals need different types and levels of fitness To plan and follow my own basic fitness programme	To cope well and react positively when things become difficult To persevere with a task and improve performance through regular practise To see new challenges as opportunities to learn and develop To recognise strengths and weaknesses and set appropriate targets To create an individual learning plan and revise that plan when necessary To accept critical feedback and make changes
composite						
Music	Happy : Pop/Motown	Classroom Jazz 2: Jazz, Latin, Blues	Benjamin Britten - A New Year Carol: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	You've Got A Friend: The Music of Carole King	Music and Me: Contemporary, music and identity	Reflect, Rewind and Replay: Western Classical Music and your choice from Year 6
sequencing	To listen to and appraise the song 'Happy' To learn to sing the song To play instruments with the song To improvise with the song To compose with the song To practise the song	To listen to appraise a piece of music To learn to play an instrument To improve with an instrument To play with others on an instrument To share a performance of a piece of original music	To listen to 'A New Year Carol' To learn more about Britten's life and music To appraise 'A New Year Carol' To listen and appraise a new piece of Britten's music To rehearse 'A New Year Carol'	To explore a range of instruments To choose an instrument I like To practise using an instrument To create a piece of music with others. To rehearse a piece of music To perform and record a piece of music To evaluate a piece of music	To explore different films for movies To mirror a piece of music using GarageBand To analyse a movie scene for appropriate music To plan my piece of music To record on GarageBand for a movie scene To edit and uplevel my piece of music	To gather ideas for a production To give an overview for the production To write key scenes and choose appropriate transition music To choose a song for performing To rehearse a piece of music To perform the production

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				To perform a cover of 'A New Year Carol'		To evaluate my composition	
composite	A final performance of Happy	A final piece of blues music	Children to cover, rehearse and perform A New Year Carol	Children to write, perform and evaluate a piece of music together	To create a movie backing music composition (link to advert in computing)	To perform music to fit an end of year production	
French	Bon appetit, bonne sante (Healthy Eating)	Je suis le musicien (I am the music man)	En route pour l'ecole (on the way to school)	Scene de plage (beach scene)	Le retour du Printemps (the nature of spring)	Les planetes (The planets)	
sequencing	To listen and respond to opinions about food To talk about whether food is healthy or not To order food and drink, including specifying filling/flavour To identify the different sounds represented by the grapheme 'a' in French To use a variety of conjunctions To compare French and English school lunchtimes	To listen and respond to opinions about music and musical instruments To ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular To identify masculine and feminine nouns and select the appropriate pronoun To give positive and negative opinions, with reasons To write a short text about music To explore the difference between the 'u' and 'ou' sounds in French To recognise when to use tu and vous	To listen to and follow simple and longer directions in French To recite and use the French alphabet To begin to understand liaison in French To communicate the need for help To understand and tell the time ('o'clock' and 'half past') To understand, give and sequence instructions To pronounce the 'r' sound correctly in French	To listen and respond to questions about a picture To identify an image by listening to a description To read and show understanding of a description by drawing a picture To describe a scene using a variety of verbs in third person singular and plural To use adjectives to describe nouns, using appropriate agreements and position To understand and use instructions in a recipe To distinguish between 'j' and 'g' sounds in French To describe a beach scene by imitating a text	To listen and respond to the poem/song Le Retour du Printemps To listen and identify the month of someone's birthday. To ask and answer questions about the weather, the seasons and the months To read aloud a text and show understanding with actions To rewrite a poem using a scaffold To write about the myth of Persephone and the four seasons To identify the sound 'i' in a variety of letter strings To use adjectives in descriptions	To listen and respond to information in French about the solar system To ask and answer questions about the planets in French To describe the planets in French using prepositions and adjectives To read descriptions and identify correct and incorrect statements To be aware of sentence structure and parts of speech in French To talk and write about the planets, with support from word cards, a scaffold and a parallel dual text To identify the 'u' sound in a variety of words	
composite							