

## YEAR 1&2 Curriculum Map

YEAR A	Autumn		Spring		Summer	
	<b>Dinosaur Planet</b> (History focus)	<b>Muck, Mess and Mixtures</b> (Art + Design focus)	<b>Splendid Skies</b> (Science focus)	<b>Wriggle and Crawl</b> (Science focus)	<b>Bright Lights, Big City</b> (Geography focus)	<b>Beachcombers</b> (Science focus)
English	Story Writing (Harry and the Dinosaurs)  Labels and Captions  Non-chronological Reports	Story Writing (Gingerbreadman)  Instructions/Recipes  Acrostic Poems	Story Writing (The Polar Bear and the Snowcloud)  Recounts  Descriptive Poetry	Story Writing (Superworm)  Information Books  Descriptive Poetry	Story Writing (Katie in London)  List Poems	Story Writing (Little Jack)  Letter Writing  Tongue Twisters
Year 1	<b>VGP (continue to embed previous years learning)</b> Writing a sentence Using finger spaces. CL and full stops Using 'and' <b>Spelling Patterns:</b> <i>Initial phonics assessment to group</i> <i>To Teach / consolidate: (based on individual needs)</i> Initial letter sounds CVC words sh th chq u ng nk – read and write ay ee igh ow oo – read and write ar or air ir ou oy – read and write Use and apply in context and simple sentences HF words		<b>VGP (continue to embed previous years learning)</b> Question marks and exclamation marks Using 'and' Using CL for names and I Plural noun suffixes –s, -es <b>Spelling Patterns:</b> <i>To Teach / consolidate: (based on individual needs)</i> ay ee igh ow oo – read and write ar or air ir ou oy – read and write <b>split diagraphs - a-e i-e o-e u-e</b> <b>Alternative sounds</b> <b>ea ai oa ew oi ire ear er aw ow ure are ur</b> Use and apply in context and simple sentences HF words		<b>VGP (continue to embed previous years learning)</b> Sequencing sentences in short narrative Verb suffixes ing/ed/er Prefix -un <b>Spelling Patterns:</b> <i>To Teach / consolidate: (based on individual needs)</i> <b>split diagraphs - a-e i-e o-e u-e</b> <b>Alternative sounds</b> <b>ea ai oa ew oi ire ear er aw ow ure are ur</b> Use and apply in context and simple sentences HF words	

Year 2	<p><b>VGP (continue to embed previous years learning)</b>  Subordination (when/if/that/because)  Co-ordination (or/and/but)  Noun phrases  Adjectives  CL and full stops  <b>Spelling Patterns:</b>  <i>To consolidate year 1 phonics and spelling patterns:</i>  ay ee igh ow oo – read and write  ar or air ir ou oy – read and write  <b>split diagraphs - a-e i-e o-e u-e</b>  <b>Alternative sounds</b>  <b>ea ai oa ew oi ire ear er aw ow ure are ur</b>  Use and apply in context and simple sentences  HF words</p>		<p><b>VGP (continue to embed previous years learning)</b>  Sentence Function including punctuation ? ! (statement, command, explanation, question)  Present and Past tense  <b>Spelling Patterns:</b>  <i>Use and apply year 1 sounds in context and simple sentences</i>  <i>HF words from memory</i>  <b>Teach:</b>  or as a, soft c, kn, gn, igh spelt y, j, o spelt a  Suffix y ly ing ed  Red common exception words  Contractions + Possessive apostrophes  Homophones</p>		<p><b>VGP (continue to embed previous years learning)</b>  Progressive verbs in past and present  Commas in a list  Apostrophes for contraction and possession  <b>Spelling Patterns:</b>  <i>Use and apply year 1 sounds in context and simple sentences</i>  <i>HF words from memory</i>  <b>Teach:</b>  Wr ey ir spelt or  Suffix er est ness ful less ment es  Words ending in il le el al tion   Contractions + Possessive apostrophes  Homophones/ near homophones</p>	
Maths	<p><b>White Rose Scheme of Learning is used as a basis for planning. Small steps and unit guidance are used to teach progression of skills, ensure fluency, reasoning, problem solving and Mastery opportunities are available for all children.</b></p>					
Year 1	<p>-Number: Place Value (within 10)  -Number: Addition and Subtraction (within 10)</p>	<p>-Number: Addition and Subtraction (within 10)  -Geometry: Shape  -Number: Place Value (within 20)   Consolidation</p>	<p>-Number: Addition and Subtraction (within 20)  -Number: Place Value (within 50; inc multiples of 2,5,10)</p>	<p>-Measurement: Length and Height  -Measurement: Weight and Volume   Consolidation</p>	<p>-Number: Multiplication and Division (reinforce multiples of 2,5,10)  -Number: Fractions  -Geometry: Position and Direction</p>	<p>-Number: Place Value (within 100)  -Measurement: Money  -Time   Consolidation</p>
Year 2	<p>-Number: Place Value  -Number: Addition and Subtraction</p>	<p>-Number: Addition and Subtraction  -Measurement: Money  -Number: Multiplication  Consolidation</p>	<p>-Number: Multiplication  -Statistics  -Geometry: Properties of Shape</p>	<p>-Geometry: Properties of Shape  -Number: Fractions  -Measurement: Length and Height  Consolidation</p>	<p>-Position and Direction  -Problem Solving and Efficient Methods  -Measurement: Time</p>	<p>-Measurement: Mass, Capacity, Temperature   Investigations</p>

Science	<b>Working Scientifically - Investigations to be carried out at least once every half term.</b>					
	<b>'Let's Investigate!'</b>	<b>Materials Sc1/3.1</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Seasonal Changes Sc1/4.1</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	<b>Animals incl. humans Sc1/2.1</b> Identify and name a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Identify name, draw and label the basic parts of the human body.	<b>'Let's Investigate!'</b>	<b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants and animals Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain Identify and name different sources of food
History	Events Beyond Living Memory; Significant Individuals – Mary Anning Hi2		Significant Individuals – Sir Francis Beaufort Hi3		The Great Fire of London Hi 2	
Geography	Locating Continents and Oceans Ge LK1		Seasonal and Daily Weather Patterns Ge HP1, HP2a, SF3	Fieldwork Ge SF4	Countries and Capital Cities of the UK (London focus); Using Locational Language; Using	Coastal Features GE HP2a

					Maps; Geographical Similarities and Differences Ge PK1, LK2, SF2, HP 2b	
<b>Computing</b>  Switched On Computing Y1	<b>Using programmable toys</b> In this unit, the children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.	<b>Filming the steps of a recipe</b> In this unit, pupils produce short videos of themselves making a healthy meal or snack. They also decompose a complex problem into smaller parts – an important idea from computer science.	<b>Illustrating an eBook</b> This unit will particularly engage children who love the illustrations in the books they read. It is a great opportunity for the children to work creatively.	<b>Finding images using the web</b> In this unit, the pupils will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised.	<b>Producing a talking book</b> In this unit, the children create a talking book that they can share with others.	<b>Creating a card digitally</b> In this unit, pupils will have the opportunity to create a digital greetings card, which could be used for a religious festival such as Diwali or Christmas, pupils' birthdays, or simply to say thank you or good luck.
<b>Art and Design</b>	Large and Small-scale Modelling AD1,2,3,	Printing; Food Landscapes; Mixed Media Pictures and Collages; Colour Mixing; Using Clay AD1,2,3,4	Collage and Painting AD 2,3,4	Observational Drawing; Model Making AD1, 3		Sketchbooks; 3D Modelling; Sand Art; Seascapes AD1, 2, 3, 4
<b>Design and Technology</b>	Designing and Making DT M1, 2 D1	Food Tasting; Origins of Food; Healthy Meals; Following Recipes; Designing an Outdoor Kitchen DT E1, CN1, CN2, M1, M2		Origins of Food; Selecting Natural Materials DT CN2, M2	Exploring Mechanisms; Constructing Moving Models; Understanding Where Food Comes From; Design and Make Souvenirs; Models of London Landmarks	Finger Puppets DT M1

					DT TK1, 2, CN2,	
Music	Percussion Mu1, Mu2		Weather Sounds and Songs Mu 1,3,4	Play Tuned and Untuned Instruments Mu2	Traditional Songs and Nursery Rhymes Mu1	
PSHE	<b>Including exploration of British Values; emotional, verbal, physical, cyber bullying; understanding bullying as a behaviour.</b>					
		Safety around Medicines an Household Products PSHE 3f, 3g		Feeling Positive PSHE 5b	Active Citizens PSHE 5e	Caring for the Environment PSHE 2g
RE	<b><u>BELIEVING: what people believe about God, humanity and the natural world</u></b> <b><u>Christianity</u></b> Description of God <b>Jesus as an historical figure</b> Jesus in Christian experience: Jesus is a special person for Christians; Following Jesus changed, and continues to change people's lives <b><u>Buddhism</u></b> Buddhist teaching - STRUCTURE AROUND THE THREE JEWELS: The Buddha, The Dhamma and the Sangha	<b><u>CELEBRATIONS: how and why celebrations are important in religion</u></b> <b><u>Christianity</u></b> The Church's year The Church's year is focussed upon key celebrations of events in Jesus' life. <b><u>Buddhism</u></b> Awareness The importance of Awareness The importance of reflection and meditation Being aware of thoughts, feelings and how they lead to actions	<b><u>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion</u></b> <b><u>Christianity</u></b> People who have a special role in the church – ministers, elders, priests Beliefs values and experience: Famous Christians who set an example for others to follow <b><u>Buddhism</u></b> The Buddha Siddhartha Gautama an ordinary person and how he becomes 'awakened' (Buddha) Stories from the life of Buddha	<b><u>STORY: how and why some stories are sacred and important in religion</u></b> <b><u>Christianity</u></b> The bible The nature of the Bible: The holy book of the Christian faith Types of writing: stories, poems, sayings Uses of the Bible: preaching and teaching in church; Christians read from it regularly to learn about their faith <b><u>Buddhism</u></b> Stories that illustrate the Brahma Viharas The Jataka Stories	<b><u>SYMBOLS and BUILDINGS: how and why symbols express religious meaning and the Church</u></b> <b><u>Christianity</u></b> Church structures and organisations Things found in my local churches – seats, font, altar/table, Bibles, musical instruments Symbols (in some Churches) – cross/crucifix, liturgical colours, water, candles <b><u>Buddhism</u></b> The Lotus Flower The Wheel The Bodhi Tree The Buddha Image As a focus for meditation to help people reflect on	<b><u>BELONGING: where and how people belong and why belonging is important</u></b> <b><u>MYSELF: who I am and my uniqueness as a person in a family and community</u></b> <b><u>Christianity</u></b> Characteristics of the Church: Meaning of the term church - A community of believers - The name given to a variety of buildings where Christians usually meet. Worship Personal and community action <b><u>Buddhism</u></b> The Buddhist Community Made up of lay people, monks, nuns and priests, ngakpa and ngakna. Different Buddhist traditions have different

					their lives and how they can be awakened	types of communities and traditions.
PE	The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness. In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities.					
	Ball Skills		Gymnastics	Dance	Multi-skills (running, jumping, throwing and catching)	
	All children will take part in weekly swimming lessons.					
Forest School	Learn about 'Leave no trace' and seasonal work including identifying leaves, trees and mini beasts as well as the work set out below.					
	Autumn activities – identify leaves, identify trees.  <u><b>Dinosaur Planet</b></u> Big art dinosaur planet Storytelling stick <u><b>Muck, Mess and Mixtures</b></u> Potions Wands		Spring activities - identifying changes in seasons. Identifying flowers, leaves and trees. <u><b>Splendid Skies</b></u> Identify clouds Identify materials  <u><b>Wriggle and Crawl</b></u> Mini beast observations Pebble mini beasts		Summer activities - identifying changes in seasons. Identifying flowers, leaves and trees.  <u><b>Bright Lights, Big City</b></u> Planting and growing Painting with natural paints London landmarks with sticks <u><b>Beachcombers</b></u> Set up mini world beach areas Compare to field and use soil and natural objects to create a mobile on which to hang topic relate materials on.	



## YEAR 1&2 Curriculum Map

YEAR 1&2 Curriculum Map						
YEAR B	Autumn		Spring		Summer	
	Superheroes (PE focus)	Towers, Tunnels and Turrets (DT focus)	Moon Zoom! (DT focus)	Paws, Claws and Whiskers (Art and Design focus)	Enchanted Woodland (Science focus)	Land Ahoy! (Geography focus)
English	Story Writing (Top Dog)  Fact Files -Labels and Captions  Patterned Poems	Story Writing (Rapunzel)  Recounts  Riddles	Story Writing (Whatever Next)  Persuasive Writing – adverts  Acrostic Poetry	Story Writing (Fables)  Information Books  Performance Poetry	Story Writing (Hansel and Gretel)  Shape Poems	Story Writing (Bones the Sea Dog)  Letter Writing  Alliteration
Year 1	<p><b>VGP</b> <u>(continue to embed previous years learning)</u>                      Writing a sentence                      Using finger spaces. CL and full stops                      Using 'and'  <b>Spelling Patterns</b>  <i>Initial phonics assessment to group</i>  <i>To Teach / consolidate: (based on individual needs)</i>                      Initial letter sounds                      CVC words                      sh th chq u ng nk – read and write                      ay ee igh ow oo – read and write                      ar or air ir ou oy – read and write                      Use and apply in context and simple sentences                      HF words</p>		<p><b>VGP</b> <u>(continue to embed previous years learning)</u>                      Question marks and exclamation marks                      Using 'and'                      Using CL for names and I                      Plural noun suffixes –s, -es  <b>Spelling Patterns</b>  <i>To Teach / consolidate: (based on individual needs)</i>                      ay ee igh ow oo – read and write                      ar or air ir ou oy – read and write  <b>split diagraphs - a-e i-e o-e u-e</b>  <b>Alternative sounds</b>  <b>ea ai oa ew oi ire ear er aw ow ure are ur</b>                      Use and apply in context and simple sentences                      HF words</p>		<p><b>VGP</b> <u>(continue to embed previous years learning)</u>                      Sequencing sentences in short narrative                      Verb suffixes ing/ed/er                      Prefix -un  <b>Spelling Patterns</b>  <i>To Teach / consolidate: (based on individual needs)</i>  <b>split diagraphs - a-e i-e o-e u-e</b>  <b>Alternative sounds</b>  <b>ea ai oa ew oi ire ear er aw ow ure are ur</b>                      Use and apply in context and simple sentences                      HF words</p>	



Year 2	<p><b>VGP (continue to embed previous years learning)</b>          Subordination (when/if/that/because)          Co-ordination (or/and/but)          Noun phrases          Adjectives          CL and full stops  <b>Spelling Patterns</b>  <i>To consolidate year 1 phonics and spelling patterns:</i>          ay ee igh ow oo – read and write          ar or air ir ou oy – read and write  <b>split diagraphs - a-e i-e o-e u-e</b>  <b>Alternative sounds</b>  <b>ea ai oa ew oi ire ear er aw ow ure are ur</b>          Use and apply in context and simple sentences          HF words</p>		<p><b>VGP (continue to embed previous years learning)</b>          Sentence Function including punctuation ? ! (statement, command, explanation, question)          Present and Past tense  <b>Spelling Patterns</b>  <i>Use and apply year 1 sounds in context and simple sentences</i>  <i>HF words from memory</i>          Teach:          or as a, soft c, kn, gn, igh spelt y, j, o spelt a          Suffix y ly ing ed          Red common exception words          Contractions + Possessive apostrophes          Homophones</p>		<p><b>VGP (continue to embed previous years learning)</b>          Progressive verbs in past and present          Commas in a list          Apostrophes for contraction and possession  <b>Spelling Patterns</b>  <i>Use and apply year 1 sounds in context and simple sentences</i>  <i>HF words from memory</i>          Teach:          Wr ey ir spelt or          Suffix er est ness ful less ment es          Words ending in il le el al tion            Contractions + Possessive apostrophes          Homophones/ near homophones</p>		
Maths	<p><b>White Rose Scheme of Learning is used as a basis for planning. Small steps and unit guidance are used to teach progression of skills, ensure fluency, reasoning, problem solving and Mastery opportunities are available for all children.</b></p>						
YEAR 1	<p>-Number: Place Value (within 10)          -Number: Addition and Subtraction (within 10)</p>	<p>-Number: Addition and Subtraction (within 10)          -Geometry: Shape          -Number: Place Value (within 20)            Consolidation</p>	<p>-Number: Addition and Subtraction (within 20)          -Number: Place Value (within 50; inc multiples of 2,5,10)</p>	<p>-Measurement: Length and Height          -Measurement: Weight and Volume            Consolidation</p>	<p>-Number: Multiplication and Division (reinforce multiples of 2,5,10)          -Number: Fractions          -Geometry: Position and Direction</p>	<p>-Number: Place Value (within 100)          -Measurement: Money          -Time            Consolidation</p>	
YEAR 2	<p>-Number: Place Value          -Number: Addition and Subtraction</p>	<p>-Number: Addition and Subtraction          -Measurement: Money          -Number: Multiplication          Consolidation</p>	<p>-Number: Multiplication          -Statistics          -Geometry: Properties of Shape</p>	<p>-Geometry: Properties of Shape          -Number: Fractions          -Measurement: Length and Height          Consolidation</p>	<p>-Position and Direction          -Problem Solving and Efficient Methods          -Measurement: Time</p>	<p>-Measurement: Mass, Capacity, Temperature            Investigations</p>	

Science	<b>Working Scientifically - Investigations to be carried out at least once every half term.</b>					
	<p><b>Animals incl. humans Sc1/2.4</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Animals incl. humans Sc2/2.1</b> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Materials Sc1/2.1</b> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.</p>	<p><b>Materials Sc2/3.1</b> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals incl. humans Sc1/2.1</b>  Identify and name a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals.</p>	<p><b>Plants Sc2/2.2</b> Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<b>'Let's Investigate!'</b>
History	Historical Heros/Heroines Hi3	Castles and Castle Life; Significant Individuals – Isambard Kingdom Brunel Hi2, 3	Significant People – Astronauts; Changes within Living Memory Hi1, 3			Significant People- Captain James Cook, Grace Darling; Famous Pirates Hi 3

<b>Geography</b>		Amazing Structures around the World; Towers and Bridges in the Local Area Ge SF1, SF4, HP2b	Satellite Images Ge HP2a	Using and Making Maps; Describe Physical Features SF1, SF3	Making Maps Ge SF2, 3	Using and Making Maps; Location Knowledge; Using and Giving Directions Ge LK2, SF1, SF2, SF3, SF4,
<b>Computing</b>  Switched On Computing Y2	<b>Programming on-screen</b>  In this unit, the children will build on work from <i>Unit 1.1 – We are treasure hunters</i> to program a sprite (such as a spaceship) to move around the screen. This unit acts as a springboard for programming in Year 3.	<b>Exploring how computer games work</b>  In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.	<b>Taking better photos</b>  In this unit, the children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.	<b>Researching a topic</b>  The children research a topic – safely, effectively and efficiently – using a structured approach (mind-mapping). They share their findings with others through a short multimedia presentation.	<b>Collecting clues</b>  In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.	<b>Collecting data about bugs</b>  In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.
<b>Art and Design</b>	Drawing and Modelling Superheroes AD2	Sculpture using Natural Materials AD2	Models of the Solar System AD1	Talking about Art; Drawing; Collage; Model Making; Painting; Sculpture; Animal Masks and Products AD1, 2, 3, 4	Working with Natural Materials; Drawing and Painting AD1, 2, 3	Observational Drawing; Printing AD1, 3
<b>Design and Technology</b>	Superfoods; Mask-making DT CN1, E1	Making Models of Towers, Bridges and Tunnels DT M2, TK1, E1, D1, D2, M1, E2	Design and Make Space-themed Vehicles; Evaluating Toys; Using Mechanisms DT D1, 2 E1, 2, TK2	Designing Labels; Designing and Making Animal Enclosures DT D1, M2	Building Structures; Making Party Food DT TK1, M2	Mechanisms; Structures DT TK1,2, M1, E2
<b>Music</b>	Creating Digital Superhero Sounds Mu4		Space Sounds; Space-themed Songs Mu 1, 4	Animal Songs Mu2		Sea Shanties Mu1

PSHE	<b>Including exploration of British Values; emotional, verbal, physical, cyber bullying; understanding bullying as a behaviour.</b>					
	Recognising Good and Bad Choices; Keeping Safe; Making a Positive Contribution PSHE 1a,b,2c,2h,3g	Dilemmas PSHE 5g	Aspirations and Goal Setting PSHE 1e, 2e	Caring for Animals PSHE 2e	Feeling Positive; Looking after the Environment PSHE 2g, 5b	Feeling Positive about Themselves PSHE 5b
RE	<b><u>BELIEVING: what people believe about God, humanity and the natural world Christianity</u></b> <b>The Christian Way of Life</b> God and humanity: Christians believe that everyone is important and of equal value Beliefs, values and experience: Christians try to follow the examples of Jesus, especially his teaching on love and forgiveness	<b><u>CELEBRATIONS: how and why celebrations are important in religion Christianity</u></b> <b>CURRICULUM</b> KERNEWEK: Special festivals of Cornwall	<b><u>LEADERS AND TEACHERS: figures who have an influence on others locally, nationally and globally in religion Christianity</u></b> <b>Jesus as an historical figure</b> Key features of Jesus' life Jesus' disciples and friends Jesus as a healer Jesus as a teacher	<b><u>STORY: how and why some stories are sacred and important in religion Christianity</u></b> <b>CURRICULUM</b> KERNEWEK: Local stories and places of importance near the school	<b><u>SYMBOLS and BUILDINGS: how and why symbols express religious meaning and the Church Christianity</u></b> <b>CURRICULUM</b> KERNEWEK: Celtic crosses, Standing stones - the marks left on the landscape which makes us ask questions, such as why they are there.	<b><u>BELONGING: where and how people belong and why belonging is important</u></b> <b><u>MYSELF: who I am and my uniqueness as a person in a family and community</u></b> <b>Christianity</b> <b>CURRICULUM</b> KERNEWEK: Special people such as St Petroc, Piran and the Cornish saints
PE	The 'Real PE' Curriculum is followed, where children explore the key skills of Balance, Co-ordination and Dynamic Balance to Agility. Alongside this, children learn and apply physical skills, personal, social, cognitive and creative skills, whilst showing a knowledge and understanding of health and fitness. In order to be physically confident in a way which supports health and fitness, these skills will be applied and embedded through the following physical sports and activities.					
	Team Games involving ball skills (attack and defend)	Gymnastics	Dance	Athletics		
	All children will take part in weekly swimming lessons.					

Forest School	Learn about 'Leave no trace' and seasonal work including identifying leaves, trees and mini beasts as well as the work set out below.		
	<p>Autumn activities – identify leaves, identify trees.</p> <p><u>Superheroes</u> Design and make a superhero stick person</p> <p><u>Towers, Tunnels and Turrets</u> Planting Den building</p>	<p>Spring activities - identifying changes in seasons. Identifying flowers, leaves and trees.</p> <p><u>Moon Zoom!</u></p> <p>Models of the solar system using natural materials (painting leaves etc)</p> <p><u>Paws, Claws and Whiskers</u></p> <p>Finding mini beasts and looking after them Making mini beast pebbles and grouping them.</p>	<p>Summer activities - identifying changes in seasons. Identifying flowers, leaves and trees.</p> <p><u>Enchanted Woodland</u> Planting and growing Painting with natural paints</p> <p><u>Land Ahoy!</u></p> <p>Bear Grylls adventure learning – den building, watching something cook on a fire, water flow.</p>

