

Pensans Area Resource Base Curriculum

“Learning for Life”



Themes		Autumn 1	Autum 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1: 25-26	Class 1: EFYS/Yr 1/Yr 2	What happens in School? Who am I, who are you?	Who's my hero? What is celebrated?	What happens 'Once Upon a Time'?	Which animal is the best?	Where food comes from?	What's special about where I live?
Cycle 2: 26-27		My Place in the World		Getting from A (Artic) to B		Exploring Our World	
Cycle 1: 25-26	Class 2: Yr 3/4/5/6	Britains:First Humans		Structures of Our World		TBC	
Cycle 2: 26-27		What Shapes Our World		TBC		TBC	

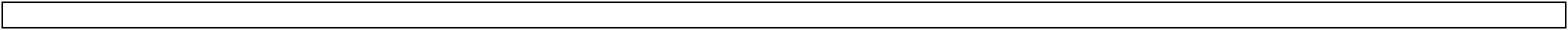
Primary Curriculum Overview Cycle 1 (2025-2026)

		Autumn		Spring		Summer	
EYFS/1/2	I wonder....	What happens in School? Who am I, who are you?	Who's my hero? What is celebrated?	What happens 'Once Upon a Time'?	Which animal is the best?	Where food comes from?	What's special about where I live?
	Possible lines of enquiry	All about Me Starting School New beginnings Autumn Family	People who help us Harvest - pumpkins Celebrations – Christmas around the World Divali, Bonfire Night	Stories of interest – traditional stories, Alternative traditional stories	Winter/Polar animals Arctic Environments Bird feeders, hedgehog homes Day and Night animals Chinese New Year Jungle animals Animal patterns	Springtime Plants and Flowers # Easter Lifecycles – butterflies, beans, sunflowers	Summer Picnics, The seaside – rockpools Maps The British Isles – Penzance and Cornwall The giant of St Michaels Mount St Piran
	Real Life Experiences	Starting school with new routines and expectations	Visits from the Emergency Services Trip to Fire station Visit from a 'super-hero'	Forest schools – woodlands Stories of interest – traditional stories, Alternative traditional stories	Visit to Newquay Zoo Creating homes and feeders Visit to Newquay Aquarium	Growing beans Cooking Visit from Aspens Healthy Eating Workshop Farm to Fork whole school mobile workshop Cooking Growing our own herbs and vegetables Visit to Trevaskis Farm Garden Centre	Traffic Journey Walks around the town to map our local area Visit to the beach Visit to the Penlee Park/Morrab Gardens Visit to Penzance Library
	Environment and Community	Open afternoon to share what we have been learning with parents and carers Visit to, or from, older generations to find out about their time at school	As above Christmas Nativity Advent	Open afternoon to share what we have been learning with parents and carers	Big School Bird Watch Caring for, and creating, local animal habitats Easter trail with parents	Crafternoon with parents Sunflower growing competition between families	30 days wild Open afternoon to share what we have been learning with parents and carers Picnic with Parents Explore different environments Beach/park/town/field

	Whole School Events	Black History Month Road safety week.	Anti-Bullying Week NSPCC PANTS Children in Need Remembrance Day Poetry Day Road safety week Divali – 20th October 25	Drug and Alcohol Education Safer Internet Day Children's mental health week	Easter World Book Day St Piran's Day	VE Day Farm to Fork	RSE Week Healthy Week Transition to Y1

Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships Development Matters Statement What it might look like - skills	<u>Self-regulation</u> Children will: - develop an understanding of their own feelings --develop an understanding of the expectations of the setting and the reasons for them. -can express basic emotions – happy, sad	<u>Self-regulation</u> Children will: -identify and moderate their own feelings -begin to use more words to describe ie excited, worried, linking feelings to events.	<u>Self-regulation</u> Children will: - express and moderate their own feelings -begin to use more words to describe ie excited, worried, linking feelings to events.	<u>Self-regulation</u> Children will: - give focused attention, responding appropriately even when engaged -maintaining attention while also listening to an adult or peer	<u>Self-regulation</u> Children will: - show an understanding of their own feelings and others and begin to regulate accordingly -follow instructions involving several ideas or actions. -clearly names and talks about emotions and triggers	Transition to Y1 <u>Self-regulation</u> Children will: - develop independence, set and work towards simple goals, wait for what they want and control their impulses when appropriate. -independently follows routines, transitions -waits turn, thinks before acting, work towards a goal over time ie making a model over two days)
	<u>Managing Self</u> Children will: - see themselves as a valuable individual -begin to manage their own needs – personal hygiene -talk about interests, likes, dislikes -choose own activity and stick with it -washing hands, blowing nose	<u>Managing Self</u> Children will: - be confident to try new activities -join a new area of provision without hesitation -perform in Christmas nativity -joining in with new class routines and responsibilities	<u>Managing Self</u> Children will: -show perseverance in a challenge -begin to manage their own needs – personal hygiene -with adult encouragement continues after a set back -Managing toilet and hands without reminders -dressing and undressing with little support for PE -toothbrushing	<u>Managing Self</u> Children will: -show resilience in a challenge -returning to a task after a short break or a prompt	<u>Managing Self</u> Children will: - manage their own basic hygiene and personal needs – dressing, toileting and healthy food choices -know healthy and unhealthy food choices -dressing and undressing independently fully for PE	<u>Managing Self</u> Children will: -be confident to try new activities and show resilience and perseverance in the face of challenge. -use positive self talk, responding to set backs calmly and could try multiple approaches to solve a problem

	<u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers. -sharing -kind hands -kind words -seek support from adults	<u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers. -listening and following instructions from adults -listening to my friends -begin to develop new friendships	<u>Building Relationships</u> Children will: -think about the perspective of others -offer a toy saying you can have a turn now -wait patiently for their turn -adapt play based on what others might want to do -show care and concern in play	<u>Building Relationships</u> Children will: - show sensitivity to their own and other's needs -encouraging others -give praise -comforting a friend -taking turns without prompting -listening and responding -noticing if someone is left out	<u>Building Relationships</u> Children will: - work and play cooperatively and take turns -engaging in shared play without dominating -agreeing on roles during play -compromising when ideas differ -waiting patiently for turns -using language such as it's your turn now	<u>Building Relationships</u> Children will: - forming positive attachments- transition focus
<u>LIFEWISE</u>	<u>Lifewise:</u> Kind hands 1 Kind hands 2 Sharing 1 Sharing 2 Taking good care of myself 1 Taking good care of myself 2	<u>Lifewise:</u> Fire Safety 1 Fire Safety 2 Road Safety 1 Road Safety 2	<u>Lifewise:</u> Technology 1 Technology 2 Managing feelings 1 Managing feelings 2 Trusted adults 1 Trusted adults 2	<u>Lifewise:</u> Animals 1 Animals 2 The great outdoors 1 The great outdoors 2 Being curious 1 Being curious 2	<u>Lifewise:</u> Planting our food 1 Planting our food 2 Making mistakes 1 Making mistakes 2 Follow my lead 1 Follow my lead 2	<u>Lifewise:</u> Water safety 1 Water safety 2 Cities, towns, land and sea 1 Cities, towns, Land and sea 2 Marching to the beat of your own drum 1 Marching to the beat of your own drum 2_
	<u>Circle Time Theme:</u> Getting to know you	<u>Circle Time Theme:</u> Being kind and friendship	<u>Circle Time Theme:</u> Feelings	<u>Circle Time Theme:</u> Listening and concentrating	<u>Circle Time Theme:</u> Resolving conflict and problem solving	<u>Circle Time Theme:</u> Achieving and changes
<u>Where are the children going?</u>	<u>ELG's</u> <u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right			<u>Foundation skills to KS1</u> Children will: -continue to learn about individuality and expressing themselves. -learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. -continue to build friendships, build positive relationships and learn about their community and those from other communities, being active citizens. -continue to learn about SRE and how to keep their bodies safe, as well as healthy		



	<p>from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>			<p>eating. PSED play a part in all lifelong skills.</p> <p>Children in KS1 follow Lifewise PSHE programme.</p>		
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Development Matters Statement</p>	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -listen carefully and understand why listening is important -engage in storytimes, rhymes and songs -listens with eyes on speaker and body still. Eyes looking, ears listening -sits through story, rhymes, engaged 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -listen carefully to rhymes and songs, paying attention to how they sound. -joins in with repeated refrains, -recites rhymes with accurate rhythm 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -listen to and talk through stories to build familiarity and understanding -sits through story, rhymes, engage, join in and answer simple questions 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -engage in non-fiction -listen to and talk about selected non-fiction to develop a deep understanding with new vocab. -ask questions to find out more and to check understanding -who, where, why, what, how -what is a habitat? -shares facts from non-fiction books -so do penguins have feathers? 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -listen attentively and respond with questions, comments and actions -listening on trip and asking questions about how things work and grow? 	<p><u>Listening, Attention and Understanding</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -make comments about what they have heard and ask questions to clarify understanding -using questions to seek clarity in play and remembering and commenting on key events or stories
<p>What it might look like skills</p>	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -develop social phrases -good morning /afternoon/please/thank you 	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -articulate ideas and thoughts in well-formed sentences -learn new vocabulary 	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -retell stories some as exact repetition and some own words -use new vocab in different contexts -connect one idea or action to another using a range of connectives 	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -describe events in some detail -use talk to work out problems and explain how things work -use new vocabulary throughout the day 	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -express ideas and feelings about experiences using full sentences, including use of past, present and future tense -hold conversations when engaged with adults and peers. 	<p><u>Speaking</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -offer explanations for why things might happen, making use of recent vocab from stories -participate in small group class and 1:1 discussions offering own ideas.

	-write recognisable letters Tracing, pattern cards, bubble writing, letter formation, making letters out of buttons, roll and write, magnetic boards	-form lowercase letters correctly -identify sounds and write the single sounds. Tracing, pattern cards, bubble writing, letter formation, making letters out of buttons, roll and write, magnetic boards	-spell words by identifying the sounds, then write the sounds heard Cvc mats. Magnetic boards, matching words and pictures	-form lower case and capital letters correctly -spell words by identifying sounds and representing sounds with a letter or letters -begin to write simple phrases/captions. As previous and hold a sentence	- re-read what they have written to check it makes sense -write short sentences with words using sound/letter correspondence As previous and hold a sentence Letterjoin letters	-write simple phrases and sentences that can be read by others -write recognisable letters, most of which are correctly formed beginning to use full stop capital letter. As previous and hold a sentence Letterjoin letters
Drawing Club	Baseline for three weeks All kinds of buttons My Must-have Mum My Monster and Me The Colour Monster The Perfect Fit Lubna and the pebble	Cops and Robbers Zog A superhero like you Superworm Supertato Stickman Superworm	Jack and the Beanstalk Jim and the Beanstalk The Gingerbread Man The Runaway Pancake The Three Wolves and the Big Bad Pig	Jonty Gentoo The Ugly Five The Lion Inside Commotion in the Ocean Owl Babies One Snowy Night	The Veg Patch Party The Bad Seed The Extraordinary Gardener The Gigantic Turnip Pip and Egg Tidy	Buddys Bus Ride The Town By Us The Secret of Black Rock Billy and the Pirates The Last Giant of Marazion Changing Tides
Session structure of Drawing Club	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and initial sounds – cvc words	Character, Setting, Adventures and cvc words and caption codes	Character, Setting, Adventures and cvc words and caption codes	Character, Setting, Adventures and caption codes and sentence codes	Character, Setting, Adventures and caption codes and sentence codes
Traditional Story	The Three Little Pigs	The Gingerbread Man	Jack and the Beanstalk	Three Billy Goats Gruff	The Enormous Turnip	Town Mouse and The Country Mouse
Additional Story Spine Books and Possible texts for book corner	Room on a Broom Proudest Blue Handful of Buttons Starting School Ten little fingers and 10 little toes I Am Too Absolutely Small For School (Charlie And Lola) Super Duper You It's ok to be different The Napping House Ravi's Roar	Jabari Jumps Binny's Diwali Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital Pumpkin Soup	Chapatti Moon Lost and Found Susan Laughs Ravi's Roar The Dot	Tango Makes Three Sully the Seahorse Augustus and his Smile We're going on an egg hunt Little People big minds – Charles Darwin Animal Boogie	If I were the world Handa's Surprise The Hungry Caterpillar Oliver's Vegetables Pumpkin Soup Ten Seeds Goodbye Winter, Hello Spring Where does my food come from?	We're going on a bear hunt A Little Bit Brave
Poetry to perform	Bedtime March (Moirá Andrew)	Cake-o-saurus (Celia Warren)	The Tiger (Peter Niblett)	Where Am I? (Mike Barfield)	Oh, Oh, The Story Man (Jan Dean)	Zanzibar (Jeannie Willis)

<p><u>Where are the children going?</u></p>	<p>ELGs Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Foundation skills to KS1 Apply phonic knowledge, words combine to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention, and participate, explore ideas, speak audibly, participate in role play etc, gain attention of listener, consider viewpoints, use appropriate registers. Capital letters, full stops, spaces. Blend sounds, read common words, re-read books, develop pleasure in reading, understand books and stories, explain understanding, participate in discussion, discuss word meanings, make inferences, predict. discuss non-fiction. Begin to form letters, hold pencil comfortably and correctly, say out loud what they want to write about, re reading, discuss what they have written. From digits 1 -9</p>
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<p><u>Maths</u></p> <p>Number Numerical Patterns</p> <p>Development Matters Statement</p> <p>What it might look like - skills</p>	<p><u>Baseline</u> <u>See separate EYFS maths plan</u> <u>Numbers</u> Children will: -count objects, actions and sounds -subitise</p> <p><u>Numerical Patterns</u> Children will: - compare length, weight and capacity</p>	<p><u>See separate EYFS maths plan</u> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10</p> <p><u>Numerical Patterns</u> Children will: -select rotate and manipulate shapes</p>	<p><u>See separate EYFS maths plan</u> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5</p> <p><u>Numerical Patterns</u> Children will: -continue, copy and create repeating patterns</p>	<p><u>See separate EYFS maths plan</u> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5</p> <p><u>Numerical Patterns</u> Children will: -compare length, weight and capacity -</p>	<p><u>See separate EYFS maths plan</u> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall number bonds to 5</p> <p><u>Numerical Patterns</u> Children will: -compose and decompose shapes so that children recognize a shape within a shape - continue, copy and create repeating patterns</p>	<p><u>See separate EYFS maths plan</u> <u>Numbers</u> Children will: -subitise -have a deep understanding of numbers to 10 -automatically recall number bonds to 5 and some to 10 -know some doubles</p> <p><u>Numerical Patterns</u> Children will: -verbally count beyond 20 Compare quantities up to 10 -understand greater, less, same -explore and represent patterns up to 10 -understand evens, odd, doubles</p>
	<p><u>Where are the ELGs</u> <u>Number</u></p>			<p><u>Foundation skills to KS1-</u> Number and place value (within 20):</p>		

<u>children going?</u>	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			Addition and subtraction (within 20) (addition and subtraction) Number and place value (within 100): Fractions – half, quarter of shape and quantity Multiplication and Division- count in 2s, 5s and 10s, one step problems Comparing and Estimating- practical problems for length/height Number bonds to 20 Shape – name 2d and 3d Positional language – position, direction, movement, half, quarter turns Money-value and different denominations Time – o'clock and half past, days of week, months and years		
<u>Understanding the World</u> Past and Present People, Culture and Communities The Natural World Development Matters Statement What it might look like - skills	<u>Past and Present</u> Children will: -comment on familiar images in the past -talk about lives of people around them -Pictures of children in the holidays on dojo, as babies and can talk about the past. -Know themselves and parents have changed over time. -Know parents have parents and these are grandparents. -Know we can find out about the past for drawings, artifacts and talking to people.	<u>Past and Present</u> Children will: -talk about lives of people around them, and roles in society -compare and contrast characters from stories including figures from the past Talk about occupations of people they live with, know, who can help us. Look at a hero from history – Florence Nightingale		<u>Past and Present</u> Children will: -compare and contrast characters from stories including figures from the past -Celebrations of special days. St.Pirans Day, learn about the saint and the story. Walk into town and celebrate the day by watching the parade, waving flags. Can talk about accounts from the past.	<u>Past and Present</u>	<u>Past and Present</u> Children will: -comment on images from familiar situations in the past -understand past through settings, characters and books The place where we live looked different over time in history. Can discuss how changed over time. Storytelling at Penlee Museum from a fisherwife of what life was like. Know we can find out about the past from drawings, artifacts and talking to people. Local people talk about the past and what it was like in Penzance.
	<u>People, Cultures and Communities</u> Children will: -talk about members of their immediate family -name and describe familiar people -Compare families, who lives in my house.	<u>People, Cultures and Communities</u> Children will: -talk about members of the community -name and describe people who are familiar to them such as family, police, doctors and	<u>People, Cultures and Communities</u> Children will: -recognise some people have different beliefs and celebrate special times	<u>People, Cultures and Communities</u> Children will: --recognise some similarities and differences between life in this county and other Compare Serengeti,	<u>People, Cultures and Communities</u> Children will: -understand that some places are special to members of their community Links to RE below	<u>People, Cultures and Communities</u> Children will: -know some differences and similarities between life in this country and other countries Children will: -describe their immediate

	<p>Compare, what do other families look like?</p> <ul style="list-style-type: none"> -Know parents have parents and these are grandparents. -Talk about members of their immediate family and community using pictures as prompts, developing an understanding of how all families are different. 	<p>teachers.</p> <ul style="list-style-type: none"> -describe their immediate environment <p>Aerial photos and simple maps of area where occupations are.</p> <ul style="list-style-type: none"> -draw information from a map <p>Map of Penzance- messy map. Loose parts buildings in town added from doctors, fire station.</p> <ul style="list-style-type: none"> -begin to use navigational language (forward, backward, right, left) <ul style="list-style-type: none"> -recognise people have different beliefs and celebrate special times in different ways <p>Diwali and Christmas in RE</p>		<p>Maasai children – we all went on Safari, Bringing the Rain to Kapiti Plain, contrasting – Animals found and life in this country.</p> <p>Knowing Cornwall is a county in England and find England/Africa on a map.</p>		<p><u>environment</u></p> <p>Aerial photos and simple maps of area, built on from autumn 2. Where the school is.</p> <ul style="list-style-type: none"> -draw information from a map <p>Map of Penzance- messy map. Follow town trail</p> <ul style="list-style-type: none"> -are able to explore map of local area and discuss comparing places on google earth. -begin to use navigational language (forward, backward, right, left)
	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -understand the effects of the changing seasons around them (Autumn) -explore natural world around them -describe what see, feel and hear when outside <ul style="list-style-type: none"> -Explore changes in leaves, trees, seeds, migration, weather, daylight, clothing, what animals do. Use precise terms. Photo of same tree 		<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> --understand the effects of the changing seasons around them (Winter) <p>Hibernation, plants, weather, trees</p> <ul style="list-style-type: none"> --understand some processes of changing states of matter <p>Ice melting and freezing, -observing and describing</p>	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -recognise that some environments are different to where they live <p>Polar regions</p> <p>Compare Serengeti, Maasai children – we all went on Safari, Bringing the Rain to Kapiti Plain</p> <ul style="list-style-type: none"> -compare animals to this in England on a farm. -explore drawing pictures of animals 	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> --understand the effects of the changing seasons around them (Spring) -explore nature world around them --describe what see, hear, feel whilst outside <p>Focus on Winter and Spring seasons in preparation for Y1, but look at all seasons on tree and as part of daily weather routine. –</p>	<p><u>The Natural World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> --understand the effects of the changing seasons around them (Summer) <p>Plants that grow in the summer in school,</p> <ul style="list-style-type: none"> -know some similarities and differences between natural worlds and contrasting environments

	<p>every two weeks to observe what happens over the year.</p> <p>Focus on Winter and Spring seasons in preparation for Y1, but look at all seasons on tree and as part of daily weather routine.</p> <p>Weather vocab increase from nursery and add – foggy, breezy, icy, frosty, drizzle, hail, temperature, forecast</p>		<p>why the changes have happened. Build on basic vocab in nursery and use specific vocab – freeze, liquid. Freezing in different size containers – which will freeze faster.</p>	<p>Stencils, stamps, drawing from books, outdoor drawing at the zoo, group mural</p>	<p>Recognise weather symbols.</p> <p>Differences in the wildlife we see in Spring and Winter. Insects, like bees and ladybirds are animals. What lives in habitats around our school – bug hotel</p> <p>Life cycle of chick</p> <p>-knows days of the week and months of the year,</p> <p>-make observations and drawing pictures of plants</p> <p>-plant a variety of seeds with more independence.</p> <p>-understand plants ne water, light, soil to grow</p> <p>-observe and talk about changes over time.</p> <p>-know some plants have flowers.</p> <p>(Life cycle of a bean – draw and record over time – bean diary (UL)</p> <p>-Uses tools, equipment to make marks that represent parts of the plant, experimenting wth shapes and colours to show.</p>	<p>--understand some processes of changing states of matter</p> <p>Freezing lollies in summer and eating in the sun</p>
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Religious Education (Cornwall Agreed Syllabus)	<u>F.1 Why is the word ‘God’ special to Christians?</u> Main focus: growing/caring	<u>F.2 Why is Christmas special for Christians?</u> Main focus: gifts and giving	<u>F.4 Being special: where do we belong?</u> Main focus: Christian and other religions	<u>F.3 Why is Easter special for Christians?</u> Main focus: Easter	<u>F.5 Which places are special and why?</u> Main focus: Christianity and Judaism	<u>F.6 Which stories are special and why?</u> Main focus: Christianity, Judaism and Islam
	Retell stories, talking about what they say about the world, God, human beings.	Recall simply what happens at a traditional Christian festival (Christmas) Say what makes their family and friends special to them	Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication	Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature	Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Get to know and use appropriate	Identify a sacred text e.g., Bible, Torah Identify some of their own feelings in the stories they hear.

Where are the children going?	<u>ELGs</u> <u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<u>Foundation skills to KS1- Science</u> Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, 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 and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. <u>Geography</u> Location Knowledge: -7 continents -5 oceans, -4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, countries, continents and oceans. Use simple compass directions and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>History</u> Changes within living memory – -aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, -compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Significant historical events, people and places in their own locality.
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<p>Expressive Arts and Design</p> <p>Creating with materials Being Imaginative and Expressive</p> <p>Development Matters Statement</p> <p>What it might look like - skills</p>	<p><u>Creating with Materials</u> Children will: -explore variety of artistic effects</p> <p>-Selecting and mixing appropriate colours, drawing detail with increasing complexity, use pencil and paintbrush with increasing control. -Different effects created by using different tools. - Develop language of colour (secondary colours) and independently mix colours to make new colours through their own exploration. - Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p>	<p><u>Creating with Materials</u> Children will: -safely use and explore a variety of materials, tools and techniques, explore artistic effects</p> <p>Collage, printmaking, painting. Using paint to create vegetable prints, use of collage skills, careful application of paint during printmaking. - Use a variety of art tools with greater accuracy, choosing their tools appropriately for a purpose.</p>	<p><u>Creating with Materials</u> Children will: -make use of props and materials when playing</p> <p>-Develop storylines in their pretend play, using a wide variety of props and talking about how they are using the resources available.</p> <p>-explore variety of artistic effects to express ideas</p> <p>Creating texture over different material using different techniques, wax rubbing and textured paint.</p>	<p><u>Creating with Materials</u></p>	<p><u>Creating with Materials</u> Children will: -create collaboratively sharing ideas, resources and skills -return and build on previous learning, refining ideas and representations</p> <p>The Extraordinary Gardener – recreate – create grey background with pencil/charcoal, noting difference between grey and coloured paintings. paint print flowers and carayon and wax resist.</p> <p>Colour wheels –explore colour mixing and painting butterflies. Talk about colours and what they expect to happen.</p>	<p><u>Creating with Materials</u> Children will: -share creations explaining processes</p> <p>-Articulate what they are drawing/making to an adult.</p>
	<p><u>Being Imaginative and Expressive</u> Children will: -listen and move and talk about music, expressing feelings</p>	<p><u>Being Imaginative and Expressive</u> Children will: -sing in a group or on their own matching pitch and following melody</p>	<p><u>Being Imaginative and Expressive</u> Children will: -develop storylines in their play (using a wide variety of props and talking about how they are using resources available.)</p>	<p><u>Being Imaginative and Expressive</u> Children will: -talk about dance and performance art (expressing feelings and responding to what they have seen and heard, giving opinion.)</p>	<p><u>Being Imaginative and Expressive</u> Children will: -explore and engage in music making and dance</p>	<p><u>Being Imaginative and Expressive</u> Children will: -perform a range of songs, rhymes, dance -invent adapt and recount narratives and stories</p>
<p><u>Where are the children going?</u></p>	<p>ELGs <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories</p> <p>Foundation skills to KS1- Art and Design – Children will: -use a range of materials creatively to design and make products -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space –learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work Design and Technology – Children will: -design purposeful, functional, appealing products for themselves and other users based on</p>					

	<u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music		design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms in their products Music Children will:: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music			
Charanga Music/Songs	Me! (Learn to sing nursery rhymes and action songs) Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	Christmas Production Songs	Everyone! (Learn to sing nursery rhymes and action songs) Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed 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 Baa Baa Black Sheep, Row, Row, Row Your Boat the Wheels on The Bus The Hokey Cokey	Big Bear Funk Revisit selection of nursery rhymes and songs Sea songs and local Cornish music	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Nursery Rhymes/Songs	Repeat previous from nursery plan Miss Polly Had a Dolly Five Little Speckled Frogs Sing a Song of Sixpence The Grand Old Duke of York		Green Grass Grows All Around I Know an Old Lady Who Swallowed a Fly The Ants Go Marching The Big Ship Sails		This is the House that Jack Built I Had a Little Nut Tree Animal Fair Ten Green Bottles	
<u>Computing</u>	Online Safety	Barefoot computing – Winter Warmers	Online Safety	Barefoot Computing - Springtime	Online Safety	Barefoot Computing – Summer Fun

Links to Geography/History and Science		My family tree Past – children as babies Autumn Possible toy workshop - penlee	Visits from different occupations Explore the Hindu festival Diwali. Learn about the meaning of Christmas	Learn about Chinese culture	Animals from around the world – different countries, maps Easter Spring St Piran Charles Darwin – explorer from the past	Explore Christian celebrations, including weddings and baptisms Growing plants/food Healthy choices Learn about the meaning of Easter Lifecycle	Map of local area, Cornwall, British Isles Historical figure – last Cornish speaking lady – fisherwife workshop.
Years 3/4/5/6	Theme	Britains:First Humans			Structures of Our World		TBC
English	Core Skills	1. Speaking and Listening (including Drama), 2. Phonics, 3. Spelling, Vocabulary, Punctuation, 4. Reading, 5. Comprehension, 6. Handwriting 7. Story Sharing.					
	Semi-Formal and Formal	Narrative 1. The Stone Age Boy 2. Flood		Non Fiction 3. How a Robot Works 4. Skeletons and Muscles		Poem 1. I asked a little boy who couldn't see 2. Out there in the Wild	
Maths	Core Skills	Mastering Number					
	Semi-Formal and Formal	Place Value and Addition + Substraction	Multiplication and Division A and Area	Multiplication and Division B, Length + Perimeter + Fractions A	Mass + Capacity + Fractions B	Time, Decimals + Money	Shape, position and Direction + Statistics
PSHE/RSE	Semi-Formal and Formal	Personal Hygiene (7 Lessons)	My Body, Your Body (5 Lessons)	Power of Words (6 Lessons)	British Values (6 Lessons)	How to get help (7 Lessons)	Growth Mindset (6 Lessons)
Science	Semi-formal and Formal	Biology-Organisms	Biology-Classifying Organisms	Chemistry-Rocks (Link to Geography)	Physical Forces and Motion (Link to DT)	Physics-Electricity	Physics-Magentism
PE							
	Healthy Moves Physical Literacy, Physical Development, REAL Gym, REAL Dance, REAL foundations						
	Semi-Formal	Movement, Balance and Coordination – Dance and/Yoga	Movement, Balance and Coordination – Gymnastics, Balancing, Coordination, Agility	Skill Based Physical Activity - Simple Drills, Running, Throwing, Catching, Batting, Kicking	Formal Competitive Sports Life Skills through PE	Warm Ups – Follow the Leader, Running to Stations, Action Songs, Stretches, Throwing and Catching	Formal Games Based Physical Activity – Balloon Games

	Formal	REAL PE: Unit 1 (REAL DANCE Personal)	REAL PE: Unit 2 Social (GYM)	REAL PE: Unit 3 Cognitive (NETBALL/FOOTBALL)	REAL PE: Unit 4 Creative (TAG RUGBY)	REAL PE: Unit 5 Physical (CRICKET)	REAL PE: Unit 6 Health and Fitness (ATHLETICS)
Geography	Formal	United Kingdom		Investigating Mountains and Volcanoes		Earthquakes and Human Settlements (build from last term)	
History	Formal	European History: Prehistoric Britain		African History: Ancient Egypt		European History: Ancient Greece (Pompei Case Study)	
R.E	Formal	What is it like to follow God?	What is the 'trinity' and why is it important to Christians?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jews?	What kind of world did Jesus want?	How and why do people mark the significant events of life?
Computing and E-Safety	Formal	Computing Systems and Networks – Connecting Systems	Computing Systems and Networks – The Internet	Creating media - stop frame animation	Creating media – Audio Productions	Programming A – Sequencing Sounds	Programming A – Repetition in Shape
Music	Semi-Formal and Formal	Bringing Us Together	Mamma Mia	Lean on Me	Blackbird	Let your spirit fly	Reflect, rewind and replay again
Design Tech		Food - Soups		Pulleys: link to Pyramids being built		Mood Lighting with Science	
Art	Semi-Formal and Formal	Why do we make Art? (Cave Paintings)		My Favourite Things		Mythology	
Languages	Formal	Phonics 1 Core and I'm Learning French (early)	Phonics 2 Core Ancient Britain (early)	Animals (early)	Little Red Riding Hood (early)	Presenting Myself (Intermediate)	At the Café (Intermediate)
My Play and Leisure	Semi-Formal	<p>A continuous personalised thread focussing on the Functions of Play through:</p> <ul style="list-style-type: none"> • <u>Structured play (games)</u> – product based, structured, rule bound, adult led and adult modelled. • <u>Free play</u> – process based, fluid rules, child led, adult modelled, may cover all levels of play, may cover all social dimensions of play • <u>Promotion of progress through the 5 Social dimensions of play</u> - Solitary, Parallel, Shared, Turn-taking, Co-operative. • <u>Facilitated through the 5 levels of play</u> - Sensorimotor, Relational, Functional, Symbolic & Socio-dramatic. 					

Primary Curriculum Overview Cycle 2 (2026-2027)

		Autumn	Spring	Summer
EYFS Yr 1 2		My Place in the World	Getting from A (Artic) to B	Exploring Our World
Years Yr 3 4 5 6	Theme	What Shapes Our World	TBC	TBC
English	Basic Skills across all Need Strands	<ol style="list-style-type: none"> 1. Speaking and Listening (including Drama), 2. Phonics, 3. Spelling, Vocabulary, Punctuation, 4. Reading, 5. Comprehension, 6. Handwriting 7. Story Sharing. 		
	Semi-Formal and Formal	Narrative 1. The Lost Thing	Non-Fiction 1. Digestion Explanation	Poetry 1. Still I rise

		The Boy, the Mole, the Fox		The Creature		The River	
	Core Skills	Mastering Number					
Maths	Semi-Formal and Formal	Plave Value, Addition+Subtraction, Multiplication + Division A	Fractions A + Multiplication + Division A	Fractions A + Decimals A + Area, Perimeter and Volume	Decimals B + Fractions, decomals + Percentages	Ratio, Algebra + Shape	Statistics + Covertng Units
PSHE/RSE	Across all Need Strands	Healthy Eating (7 Lessons)	My Body, Your Body (7 Lessons)	Power of Words (6 Lessons)	British Values (6 lessons)	How to Get Help	Problem Solving
Science	Semi-Formal and Formal	Physics – Forces (link Transport)		Biology – Life Cycles	Biology - Evolution	Biology – Human Development	Biology – Functions of the Human Body
PE	Across all Need Strands	Healthy Moves Physical Literacy, Physical Development, REAL Gym, REAL Dance, REAL foundations					
	Semi-Formal	Movement, Balance and Coordination – Dance and/Yoga	Movement, Balance and Coordination – Gymnastics, Balancing, Coordination, Agility	Skill Based Physical Activity - Simple Drills, Running, Throwing, Catching, Batting, Kicking	Formal Competitive Sports Life Skills through PE	Warm Ups – Follow the Leader, Running to Stations, Action Songs, Stretches, Throwing and Catching	Formal Games Based Physical Activity – Balloon Games
	Formal	REAL PE: Unit 1 (REAL DANCE Personal)	REAL PE: Unit 2 Social (GYM)	REAL PE: Unit 3 Cognitive (NETBALL/FOOTBALL)	REAL PE: Unit 4 Creative (TAG RUGBY)	REAL PE: Unit 5 Physical (CRICKET)	REAL PE: Unit 6 Health and Fitness (ATHLETICS)
R.E	Formal	What does it mean if Christians believe god is holy and loving?	Why do Christians believe Jesus was the Messiah?	What does it mean to be a Muslim in Britain today?	What do Christians believe Jesus did to save people?	How can following God bring justice and freedom?	What matters most to humanists and Christians?
Geography	Formal	Investigating World Trade		North America and Water		Improving the Environment	
History	Formal	European History- Ancient Rome		Global History – Power, Empire + Democracy		Global History – Quest for Knowledge	
Computing and E-Safety	Formal	Computing Systems and Networks – systems and searching	Computing Systems and Networks – communication and collaboration	Creating Media – Video Production	Creating Media – Introduction to Vector Graphics	Programming A – Selection in Physical Computing	Programming A – Varaiables in Games
Music	Formal	Make You Feel My Love	Fresh Prince of Bel Air	You’ve Got a Friend in Me	Dancing in the Street	Music and Me	Reflect, Rewind and Replay
Design Tech	Formal	Savoury Snacks		Head Coverings		Sustainable Systems	
Art	Formal	Illustration + Narrative Art		Journeys		Recycled Systems	
Languages	Formal	Phonics 3 Core + Do you have a pet? (Intermediate)	Phonics 4 Core + Planets (Progressive)	Clothes (Intermediate)	Weather (Intermediate)	The Weekend (Progressive)	Me in the World (Progressive)
My Play and Leisure	Semi-Formal	A continuous personalised thread focussing on the Functions of Play through: <ul style="list-style-type: none">• Structured play (games) – product based, structured, rule bound, adult led and adult modelled.					

		<ul style="list-style-type: none">• <u>Free play</u> – process based, fluid rules, child led, adult modelled, may cover all levels of play, may cover all social dimensions of play• <u>Promotion of progress through the 5 Social dimensions of play</u> - Solitary, Parallel, Shared, Turn-taking ,Co-operative.• <u>Facilitated through the 5 levels of play</u> - Sensorimotor, Relational, Functional, Symbolic & Socio-dramatic.
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