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| Science | | |
| PoS | Living things and habitats: Grouping/classification and key/ changes/ environments | |
| Milestone Indicators | • Recognise that living things can be grouped in a variety of ways.  • Explore and use classification keys.  • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. | |
| PoS | Working Scientifically | |
| Milestone Indicators | • Ask relevant questions.  • Set up simple, practical enquiries and comparative and fair tests.  • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.  • Gather, record, classify and present data in a variety of ways to help in answering questions.  • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.  • Identify differences, similarities or changes related to simple, scientific ideas and processes.  • Use straightforward, scientific evidence to answer questions or to support their findings. | |
| PoS | Animals inc humans: digestions/teeth/food changes/ predators and prey. | |
| Milestone Indicators | • Construct and interpret a variety of food chains, identifying producers, predators and prey.  • Describe the simple functions of the basic parts of the digestive system in humans.  • Identify the different types of teeth in humans and their simple functions. | |
| PoS | States of matter: Solids liquids gas/ comparing changes in state/ evaporation and condensation and water cycle. | |
| Milestone Indicators | States of Matter  • Compare and group materials together, according to whether they are solids, liquids or gases.  • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.  • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | |
| PoS | Sound: How sounds are made/ ear/ patterns in pitch/ volume/strength of vibration. | |
| Milestone Indicators | • Identify how sounds are made, associating some of them with something vibrating.  • Recognise that vibrations from sounds travel through a medium to the ear. | |
| PoS | Electricity: Appliances/ circuits/ lamps/ switches in circuits. Conductors and insulators. | |
| Milestone Indicators | Identify common appliances that run on electricity.  • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is  part of a complete loop with a battery.  • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  • Recognise some common conductors and insulators, and associate metals with being good conductors. | |
| History | | |
| Breadth of Study | Anglo-Saxon | |
| Vikings | |
| Local History Study – prayer book rebellion | |
|  | • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • change      • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.  Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history.  • Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events. | |
| Geography | | |
| Breadth of Study | On-Going Foci:  1 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  (decide on countries to learn)  Geographical skills and field work 6 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  7 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  Continents and oceans / Northern and southern hemisphere/ lines of longitude and latitude  Year 4 Foci:  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  5.2 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – Iceland (WTDAD)  4 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country - Scandinavia  8 use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies – links to local history study/ Maritime Museum mapping | |
| Milestone Indicators | Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  • Use a range of resources to identify the key physical and human features of a location.  • Name and locate counties and cities of the United  Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  • Name and locate the countries of Europe and identify their main physical and human characteristic  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  • Describe geographical similarities and differences between countries.  • Describe how the locality of the school has changed over time   Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements and land use.  • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | |
| RE | | |
| Breadth of study | Cornwall as a spiritual place; Cornwall as a place of Christianity  Islam – see Cornwall Agreed Syllabus | |
| Milestone Indicators | Present the key teachings and beliefs of a religion.  • Refer to religious figures and holy books to explain answers  Identify religious artefacts and explain how and why they are used.  • Describe religious buildings and explain how they are used.  • Explain some of the religious practices of both clerics and individuals.  Identify religious symbolism in literature and the arts.  Show an understanding that personal experiences and feelings influence attitudes and actions.  • Give some reasons why religious figures may have acted as they did.  • Ask questions that have no universally agreed answers.  Explain how beliefs about right and wrong affect people’s behaviour.  • Describe how some of the values held by communities or individuals affect behaviour and actions.  • Discuss and give opinions on stories involving moral dilemmas. | |
| PE | | |
|  | Core Skills: running/jumping /throwing in isolation and in combination  Team Games- competitive ( Decide upon: badminton/basketball/cricket/football/hockey/netball/rounders/tennis across KS2)  Athletics and gymnastics – flexibility/ strength/technique  Performance dance  OAA: (Decide where and how across KS2 )  Improvement of personal performance  Swimming:  Swim 25 m  Range of strokes  Self-rescue  (Refer to REAL PE for planning) | |
| Milestone Indicators | Throw and catch with control and accuracy.  • Strike a ball and field with control.  • Choose appropriate tactics to cause problems for the opposition.  • Follow the rules of the game and play fairly.  • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  • Pass to team mates at appropriate times.  • Lead others and act as a respectful team member.  Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Create dances and movements that convey a definite idea.  • Change speed and levels within a performance.  • Develop physical strength and suppleness by practising moves and stretching  Plan, perform and repeat sequences.  • Move in a clear, fluent and expressive manner.  • Refine movements into sequences.  • Show changes of direction, speed and level during a performance.  • Travel in a variety of ways, including flight, by transferring weight to generate power in movements.  • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).  • Swing and hang from equipment safely (using hands).  Sprint over a short distance up to 60 metres.  • Run over a longer distance, conserving  energy in order to sustain performance.  • Use a range of throwing techniques (such as under arm, over arm).  • Throw with accuracy to hit a target or cover a distance.  • Jump in a number of ways, using a run up where appropriate.  • Compete with others and aim to improve personal best performances.   Swim between 25 and 50 metres unaided.  • Use more than one stroke and coordinate breathing as appropriate for the stroke being used.  • Coordinate leg and arm movements.  • Swim at the surface and below the water. | |
| Art | | |
| PoS | • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  • Develop and share ideas in a sketchbook and in finished products.  • Improve mastery of techniques.  • Learn about the great artists, architects and designers in history.  Nixiwaka yawanawa  Barbara Hepworth  Guiseppe Arcimboldo | |
| Milestone Indicators | Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language  **Sculpture**  Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.  **Print**  Use layers of two or more colours.  • Replicate patterns observed in natural or built environments.  • Make printing blocks (e.g. from coiled string glued to a block).  • Make precise repeating patterns  **Textiles**  Shape and stitch materials.  • Use basic cross stitch and back stitch.  • Colour fabric.  • Create weavings.  • Quilt, pad and gather fabric.  **Digital Media**  Create images, video and sound recordings and explain why they were created  **Artist Study**   Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others | |
| DT | | |
|  | **Design** criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make** ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **Evaluate** ♣ investigate and analyse a range of existing products  ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  ♣ understand how key events and individuals in design and technology have helped shape the world  **Technical knowledge**  ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures  ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  ♣ apply their understanding of computing to program, monitor and control their products.  Cooking and Nutrition:  Healthy diet  Prepare and cook a variety of predominantly savoury dishes  Understand seasonality: know how ingredients are grown/caught/reared and processed.  DT Focus: Pasties  Sewing – bags/ Book marks  Stick insects - | |
| Milestone | | **Food:**  **Prepare ingredients hygienically using appropriate utensils.**  **• Measure ingredients to the nearest gram accurately.**  **• Follow a recipe.**  **• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).**  Textiles  Understand the need for a seam allowance.  • Join textiles with appropriate stitching.  • Select the most appropriate techniques to decorate textiles  Electricals  Create series and parallel circuits  Design/Make/Evaluate  Design with purpose by identifying opportunities to design.  • Make products by working efficiently (such as by carefully selecting materials).  • Refine work and techniques as work progresses, continually evaluating the product design.  • Use software to design and represent product designs  Inspiration from History  Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.  • Improve upon existing designs, giving reasons for choices.  • Disassemble products to understand how they work |
| Music | | |
|  | | Play in solo and ensemble using voices and instruments (decide upon instruments)  Improve and compose music  Listen with attention recall sounds with increasing aural memory  Use and understand musical notations  Appreciate live and recorded music from a variety of traditions and from great composers and musicians  Develop an understanding of a history of music – through music assemblies |
|  | | Perform  Sing from memory with accurate pitch.  • Sing in tune.  • Maintain a simple part within a group.  • Pronounce words within a song clearly.  • Show control of voice.  • Play notes on an instrument with care so that they are clear.  • Perform with control and awareness of others  Compose  Compose and perform melodic songs.  • Use sound to create abstract effects.  • Create repeated patterns with a range of instruments.  • Create accompaniments for tunes.  • Use drones as accompaniments.  • Choose, order, combine and control sounds to create an effect.  • Use digital technologies to compose pieces of music.  Transcribe  Devise non-standard symbols to indicate when to play and rest.  • Recognise the notes EGBDF and FACE on the musical stave.  • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.  Describe  • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  • Evaluate music using musical vocabulary to identify areas of likes and dislikes.  • Understand layers of sounds and discuss their effect on mood and feelings. |
| PSHE |  | |
|  | On line safety  RSE  Families and people who care for me:  Caring Friends  Respectful Relationships  On-line safety/ online relationships/ Internet Safety and Harms  Physical health and fitness  Healthy eating  Drugs/Alcohol/Tobacco  Health and prevention  Basic first aid  Being Safe  Mental Wellbeing  SEE PSHE 2019 guidance for break-down | |
| Computing | | |
| Breadth of Study | | Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomBreadth of Studying them into smaller parts.  • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.  • Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.  • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.  • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| Milestone Indicator | | Use specified screen coordinates to control movement.   Set the appearance of objects and create sequences of changes  Create and edit sounds. Control when they are heard, their volume, duration and rests  Control the shade of pens  Specify conditions to trigger events  Use IF THEN conditions to control events or objects  Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions  Use variables to store a value.  • Use the functions define, set, change, show and hide to control the variables  • Contribute to blogs that are moderated by teachers.  • Give examples of the risks posed by online communications.  • Understand the term ‘copyright’.  • Understand that comments made online that are hurtful or offensive are the same as bullying.  • Understand how online services work  Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally  Devise and construct databases using applications designed for this purpose in areas across the curriculum  Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally  Devise and construct databases using applications designed for this purpose in areas across the curriculum. |
| Foreign Lang*u*ages | |  |
|  | | In the chosen modern language:          • Speak        • Read        • Write    • Look at the culture of the countries where the language is spoken.  • If an ancient language is chosen, read, translate and explore the culture of the time.  Basic grammar |
| Milestone Indicator | | Read and understand the main points in short written texts.  • Read short texts independently.  • Use a translation dictionary or glossary to look up new words.  Write a few short sentences using familiar expressions.  • Express personal experiences and responses.  • Write short phrases from memory with spelling that is readily understandable.  Understand the main points from spoken passages.  • Ask others to repeat words or phrases if necessary.  • Ask and answer simple questions and talk about interests.  • Take part in discussions and tasks.  • Demonstrate a growing vocabulary.  Describe with some interesting details some aspects of countries or communities where the language is spoken.  • Make comparisons between life in countries or communities where the language is spoken and this country |