

Curriculum Knowledge: School Horizontal Learning Map

School: Windmill Hill Academy

Recommendations:

It is recommended to use Humanities and Creative Subject first as the subjects that make strong connections with other subjects.

Science will be taught through all concepts as it is a core subject.

Always ensure there are strong connections and links between subjects.

At times, there may need to be isolated subjects to ensure coverage e.g. RE, where strong connections cannot be made.

Always ensure you are subject specific with the children e.g. they know it is a geography lesson.

The school decides whether the 'subject concepts' are covered each year or over a two year period within the school vertical progression map. Other 'subject concepts' will be touched upon within a block as part of good quality learning provision.

Whilst a priority capability is chosen, other capabilities will also be touched upon within a block as part of good quality learning provision.

For more detail about knowledge and skills progression, please refer to each subject's knowledge and skills organiser. Please note that SMSC features throughout the provision and within other subjects.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in **orange**.

Learning Connection block	Rebellion and Invasion	Natural Elements	Civilisation	Environmental	Discoveries	Culture
Learning Connection Subject(s) Lead	History	Geography	History SMSC	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1:	Priority Subject History Events beyond living memory that are significant nationally 'Fire! Fire!'	Priority Subject Geography Locational Knowledge Geographical skills and fieldwork	Priority Subject History Significant historical events, people and places in their own locality	Priority Subject Geography Place Knowledge Geographical skills and fieldwork	Priority Subject History Events beyond living memory that are significant globally 'All Aboard!'	Priority Subject Geography Human and physical geography 'Beside the Seaside'

Curriculum Knowledge: School Horizontal Learning Map

	<p><i>(The Great Fire of London)</i></p> <p>Additional Subjects DT Technical knowledge: Structures: Tudor Houses Computing Creativity: We are painters (Illustrating an eBook) Online safety: We are Year 1 rule writers Science Everyday Materials (Discuss famous Scientists and their achievements)</p> <p>Isolated Subjects RE Creation: Who made the world? Harvest PSHE Welcome to school (Different roles in the community) Emergencies and getting help PE Boot Camp and Multi-Skills Music Hey You! (Joanna Mangona, De La Soul, MC Hammer)</p>	<p><i>'Our World' (Continents and Oceans)</i></p> <p>(Research and compare the lives of children around the world linked to different continents)</p> <p>Additional Subjects Science Everyday Materials and Seasonal Changes (Autumn) Art Painting 1: Colour mixing (Mark Rothko, Hilma af Klint, Wassily Kandinsky, Frank Bowling) Computing Productivity: We are celebrating (Creating a card digitally) Online safety: We are kind and thoughtful</p> <p>Isolated Subjects RE What does it mean to belong to a faith community? (Diwali) PSHE People who care for us (Roles different people play)</p>	<p><i>'Kings, Queens and Castles' (British Monarchs)</i></p> <p>(Explore diversity within Commonwealth countries (and explore / compare British Monarchy with Kings and Queens of other countries)</p> <p>Additional Subjects Science Seasonal Changes (Winter) Art Drawing: Portraits (Chinwe Chukwuogo and Nicky Phillips) DT Technical Knowledge: Structures /Mechanisms: Castles (drawbridge) Computing Computer Network: We are collectors (Finding images using the web) Online safety: We are responsible internet and device users SMSC British Values (Explore diversity within Britain and U.K) PSHE Healthy Friendships</p>	<p><i>'Walking in the Woods' (Woodlands)</i></p> <p>Additional Subjects Science Plants and Seasonal Changes (Spring) (Beatrix Potter) Computing Communication and Collaboration: We are story tellers (Producing a talking book) Online safety: We are information protectors Art 3D: Natural Sculptures (Andy Goldsworthy and Barbara Hepworth)</p> <p>Isolated Subjects RE Who is Jewish and how do they live? (Part 1) PSHE Jessie and Friends 1 watching videos: managing our time safely whilst online PE Story-time Dance (Oti Mubuse) and Gym-fit Circuits Music Round and Round (Santana,</p>	<p><i>(Trains / transport through time)</i></p> <p>Additional Subjects: Science Plants and Seasonal Changes (Summer) DT Technical knowledge: Mechanisms (wheels and axles) Computing Programming: We are treasure hunters (Using programmable toys) Online safety: We are good digital citizens</p> <p>Isolated Subjects RE Who is Jewish and how do they live? (Part 2) PSHE We all have feelings Good and not so good feelings PE Throwing and Catching (Daley Thompson – Focus on throwing events) & Cool Core Music Your Imagination (Joanna Mangona)</p>	<p><i>(Oceans, Seas and the Seaside)</i></p> <p>Additional Subjects Science: Animals, including humans (Chris Packham) (Steve Irwin) DT Make: Cooking and Nutrition (a healthy picnic) (Food from around the World) PSHE Our Health Healthy food choices Computing Computational Thinking: We are TV chefs (Filming the steps of a recipe) (Research recipes from a range of famous TV chefs) Online Safety: We are responsible gamers Art Painting 2: Tints and Shades (Hokusai and Dame Laura Knight – Cornish Artist) Isolated Subjects RE How should we care for the world and for</p>
--	--	--	---	--	--	--

Curriculum Knowledge: School Horizontal Learning Map

		<p>Recognise the ways in which we are same and different)</p> <p>Rights, responsibilities and respect</p> <p>SMSC UNICEF Paddington Bear Postcards (Children from around the World)</p> <p>PE Mighty Movers (running) and Groovy Gymnastics (Simone Biles)</p> <p>Music Rhythm in the way we walk (Jane Sebba, Pharrell Williams)</p>	<p>Our bodies and boundaries: NSPCC PANTS</p> <p>Isolated Subjects RE God: What do Christians believe God is like?</p> <p>PE Brilliant Ball Skills and Skip to the Beat</p> <p>Music In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)</p>	<p>Joanna Mangona, Gamophonedzie))</p>		<p>others, and why does it matter?</p> <p>PE Active Athletics and Fitness Frenzy</p> <p>Music Reflect, Rewind and reply (Will Smith, Santana)</p>
<p>Metacognitive Skill Progression</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to identify and clarify issues, and compare information in their world.</i></p> <p>Generating ideas, possibilities and actions element: Imagine</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and explore information and ideas from source materials.</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Organise information based on similar or relevant ideas from several sources.</i></p> <p>Generating ideas, possibilities and actions element: Seek</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to identify and clarify issues, and compare information in their world.</i></p> <p>Generating ideas, possibilities and actions element: Imagine</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and explore information and ideas from source materials</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Organise information based on similar or relevant ideas from several sources.</i></p> <p>Generating ideas, possibilities and actions element: Seek</p>

Curriculum Knowledge: School Horizontal Learning Map

	<p>possibilities and connect ideas <i>Build on what they know to create ideas and possibilities in ways that are new to them.</i> <i>Develop and/or produce spoken or written texts in print or digital forms.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>Describe the thinking strategies used in given situations and tasks.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>Identify reasoning used in choices or actions in specific situations.</i></p>	<p><i>Identify and compare creative ideas to think broadly about a given situation or problem.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on process <i>Outline the details and sequence in a whole task and separate it into workable parts.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>Identify alternative courses of action or possible conclusions when presented with information.</i></p>	<p>solutions and put ideas into action <i>Investigate options and predict possible outcomes when putting ideas into action.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Transfer knowledge into new contexts <i>Use information from a previous experience to inform a new idea.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate whether they have accomplished what they set out to achieve.</i></p>	<p>possibilities and connect ideas <i>Build on what they know to create ideas and possibilities in ways that are new to them.</i> <i>Develop and/or produce spoken or written texts in print or digital forms.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>Describe the thinking strategies used in given situations and tasks.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>Identify reasoning used in choices or actions in specific situations.</i></p>	<p><i>Identify and compare creative ideas to think broadly about a given situation or problem.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on process <i>Outline the details and sequence in a whole task and separate it into workable parts.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>Identify alternative courses of action or possible conclusions when presented with information.</i></p>	<p>solutions and put ideas into action <i>Investigate options and predict possible outcomes when putting ideas into action.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Transfer knowledge into new contexts <i>Use information from a previous experience to inform a new idea.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate whether they have accomplished what they set out to achieve.</i></p>
Off Site Enrichment	Local Fire Station Visit	Local Post Office Visit	Castle Visit	Windmill Woods &	Launceston Railway &	Newquay Aquarium and

Curriculum Knowledge: School Horizontal Learning Map

	Local Buildings Walk Lanhydrock House	(Posting letters / postcards / parcels) Charlie Bears Visit		Cardinham Woods	New Mills Visit	Beach Trip
Internal Enrichment	Visit from Fire Engine Making own houses	Writing Postcards & Post Office / Travel Agents Role Play Paddington Bear UNICEF postcards of children from around the world (SMSC link)	Kings, Queens & Castles Enrichment Day How to catch a dragon (Mystery dragon)	Wild Tribe & Gardening 3D Nature Art Woodland Trust 'Green Tree' Award, RSPB 'Wild Challenge' and OPAL 'Explore Nature' activities NOLA National outdoor learning award (KS1)	Railway Station Role Play	Warburton's Workshop & RNLI Visit Souvenir Shop and / or Café Role Play (link to money)
Quality English Texts No Nonsense Literacy / Babcock Texts	<u>What I like</u> (poetry) <u>Knock! Knock! Open the Door</u> <u>The Three Little Pigs</u> (storytelling) <u>The High Street</u> (fiction) <u>Toby and Great Fire of London</u> (historical fiction)	<u>Penguin's Adventure around the World</u> (storytelling) <u>This is how we do it</u> (non-fiction) (Diversity Text) <u>Welcome to our world: A celebration of children everywhere!</u> (non-fiction) (Diversity Text)	<u>Oi Frog!</u> <u>Oi Dog! & Oi Cat!</u> (rhyme) <u>Tell me a dragon</u> (poetry) <u>The Brave Knight</u> (storytelling) <u>Knights</u> (non-fiction) <u>Fergal is Fuming!</u>	<u>Outdoor Wonderland</u> (non-fiction) <u>Little Red Riding Hood</u> (fiction) <u>The Deep Dark Wood</u> <u>Little Red</u> <u>Poppy and the Blooms</u> <u>The Secret Sky Garden</u>	<u>The Train Ride</u> (poetry) <u>Magic Train Ride</u> (performance poetry song) <u>Little Red Train to the Rescue</u> (fiction) <u>.And the train goes ...</u> (performance) <u>Izzy Gizmo</u>	<u>Lighthouse Keeper's Lunch</u> (fiction) <u>The Magic Beach</u> (descriptive poetry) <u>Not Quite Narhwal</u> <u>The Storm Whale / The Storm Whale in Winter / Grandma Bird</u> <u>Grandpa's Island</u>

Curriculum Knowledge: School Horizontal Learning Map

<p>Literacy Shed G/Reading Texts</p>	<p>The King and the Great Fire (historical fiction)</p>	<p>Here We Are: Notes for Living on Planet Earth</p>	<p>The Clockwork Dragon</p>	<p>The Gruffalo</p>	<p>(Diversity Text)</p>	<p>I love bugs! (poetry)</p>
<p>Additional G/R Texts</p>	<p>Sammy the Street Dog (historical fiction)</p>	<p>Don't Spill the Milk (fiction) (Diversity Text)</p>	<p>Zog</p>	<p>Stickman</p>	<p>On Sudden Hill (SMSC/PSHE/RSE/PSHE link)</p>	<p>Reptiles (non-fiction)</p>
	<p>A Squash and a Squeeze</p>	<p>Follow the Swallow</p>	<p>Zog and the Flying Doctors (Diversity Text)</p>	<p>Superworm</p>	<p>My Monster and Me (Diversity Text)</p>	<p>What do I use this tail for? (non-fiction)</p>
	<p>The Conquerors</p>	<p>The Ugly Five (Diversity Text)</p>	<p>The Queen's Hat & The Queen's Handbag</p>	<p>Camille and the Sunflowers (Artist study link)</p>	<p>A Huge Bag of Worries (Diversity Text)</p>	<p>Jampires</p>
	<p>Tusk Tusk by David McKee (Diversity Text)</p>	<p>The Colour Monster (SMSC/PSHE/RSE link)</p>	<p>The Queen's Hat & The Queen's Handbag</p>	<p>The Magical Garden of Claude Monet (Artist study link)</p>	<p>Tom's Magnificent Machines</p>	<p>Funny Bones</p>
	<p>Class Stories by a Familiar Author: Julia Donaldson</p>	<p>The Squirrels who Squabbled (PSHE link)</p>	<p>Class Stories by Adam Wallace: How to catch a dragon (Diversity Text) (How to catch a unicorn / mermaid / monster / dinosaur / the tooth fairy / a snowman / a gingerbread man)</p>	<p>Zim Zam Zoom (poetry)</p>	<p>The Marvellous Moon Map</p>	<p>Oliver's Vegetables (fiction)</p>
		<p>The Smartest Giant</p>		<p>We're going on a leaf hunt</p>	<p>We're off to find a Fairy / Unicorn (Diversity Text)</p>	<p>Aquarium Visit (recount)</p>
		<p>Meerkat Mail</p>		<p>A Year in Percy's Park (Percy the Park Keeper Stories)</p>	<p>Launceston Railway Visit (recount)</p>	<p>Lost and Found (Transition Week)</p>
		<p>The Jolly Postman (letters and postcards)</p>		<p>Class Novel: Winnie to Pooh (and the 100 acre wood) by A.A. Milne</p>	<p>Class Novel: Paddington Bear by Michael Bond</p>	<p>The Proudest Blue (Diversity Text)</p>
		<p>Handa's Surprise and Handa's Hen (Diversity Texts)</p>		<p>A Walk in the Wood (Mindfulness with a Bear Named Pooh)</p>		<p>Mixed (Diversity Text)</p>
		<p>Elmer Stories (linked to art)</p>		<p>Beatrix Potter stories</p>		<p>And Tango Makes Three (Diversity Text)</p>
						<p>Six Dots</p>

Curriculum Knowledge: School Horizontal Learning Map

		Class Stories by a Familiar Author: Oliver Jeffers				(Louis Braille) (Diversity Text) Class Novel: James and the Giant Peach by Roald Dahl
Year 2:	<p>Priority Subject History Events beyond living memory globally: <i>The Spanish Armada</i></p> <p>Additional Subjects</p> <p>Science Animals including humans</p> <p>Art Collage (Mark Broadford)</p> <p>Computing Computer Networks: We are researchers (Researching a topic) (Critical and questioning of information online)</p> <p>Online safety: We are Year 2 rule writers</p> <p>Isolated Subjects</p> <p>RE Who is Muslim and how do they live? (Part 1)</p> <p>PSHE Respecting uniqueness (Recognising ways we are all unique)</p> <p>Our communities</p>	<p>Priority Subject Geography Place knowledge <i>The Galapagos Islands/Charles Darwin</i></p> <p>Additional Subjects</p> <p>Science Uses of everyday materials</p> <p>DT Make: Cooking and nutrition (foods from around the world)</p> <p>Computing We are zoologists (Collecting data)</p> <p>Online safety: We are not online bullies</p> <p>Isolated Subjects</p> <p>RE Incarnation: Why does Christmas matter to Christians? (Christmas around the world)</p> <p>PSHE Everyday safety Basic first aid</p>	<p>Priority Subject History The lives of significant individuals who have contributed to national and international achievements. <i>Queen Victoria</i> (Rosa Parks)</p> <p>Additional Subjects</p> <p>Science Everyday materials</p> <p>DT Make: Textiles (crowns) (crowns in different countries)</p> <p>SMSC British Values (values around the world)</p> <p>PSHE Learning about work Different jobs that people do</p> <p>Horrible hands (Hand hygiene)</p> <p>Computing Communication and Collaboration: We are detectives (Collecting clues)</p>	<p>Priority Subject Geography Human and physical Jungles</p> <p>Additional Subjects</p> <p>Science Plants (plants around the world)</p> <p>Art Printing (print in other cultures- African printing)</p> <p>Computing Computational Thinking: We are game testers (exploring how computer games work)</p> <p>Online safety: We are code masters</p> <p>Isolated Subjects</p> <p>RE Salvation: Why does Easter matter to Christians?</p> <p>PSHE Jessie and Friends sharing pictures 2 (Sharing photos online) Jessie and Friends playing games (Online)</p>	<p>Priority Subject History Changes within living memory <i>The first aeroplane flight</i> (Amelia Earheart)</p> <p>Additional Subjects</p> <p>Science Plants</p> <p>DT Technical knowledge: Mechanisms (the Wright Brothers) (Beulah Louise Henry 1887-1973)</p> <p>Computing Programming (range of game designers)</p> <p>Online safety: We are online behaviour experts</p> <p>Isolated Subjects</p> <p>RE Gospel: What is the good news Jesus brings?</p> <p>PSHE Jessie and Friends playing games 2 (Online friends) Big feelings</p>	<p>Priority Subject Geography Geographical skills and fieldwork <i>Seaside towns</i></p> <p>Additional Subjects</p> <p>Science Living things and their habitats (habitats of animals around the world how do they need to adapt- can also link to humans)</p> <p>Art Photography and Digital Skills</p> <p>Computing: Creativity: We are photographers (taking better photos)</p> <p>Online safety: We are game raters</p> <p>Isolated Subjects</p> <p>RE Curriculum Kernewek Unit 1.8: What makes some people and places in Cornwall sacred?</p> <p>PSHE</p>

Curriculum Knowledge: School Horizontal Learning Map

	<p>(Recognising ways they are the same and different to other people)</p> <p>PE Multi skills and boot camp</p> <p>Music Hands hearts and feet (South African music: Joanna Mangona, Miriam Makeba, Hugh Makeskela)</p>	<p>PE Dance (from other cultures) and Mighty movers</p> <p>Music Ho Ho Ho (Joanna Mangona, Jackson 5, Stevie Wonder)</p>	<p>Online safety: We are safe searchers</p> <p>Isolated Subjects</p> <p>RE Who are Muslim and how do they live? (Part 2)</p> <p>PE Gymnastics and Swimming (Simone Biles)</p> <p>Music I wanna play in a band (Joanna Mangona, Chuck Berry)</p>	<p>interactions and information sharing)</p> <p>PE Ball skills and</p> <p>Music Zoo Time (ASWAD, Marcia Griffiths, Jimmy Cliff)</p>	<p>PE Throwing and catching (Vihrat Kohli) and Cool core</p> <p>Music Friendship song (Bruno Mars, Gladys Knight, Stevie Wonder, Dionne Warwick)</p>	<p>Keeping our teeth healthy</p> <p>PE Active athletes (Katerina Johnson-Thompson/ Jessica Ennis-Hill) and Fitness frenzy</p> <p>Music Reflect, Rewind and Replay (Hugh Maskela, Marcia Griffiths, Bruno Mars)</p>
<p>Metacognitive Skill Progression</p>	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas</p> <p><i>Identify and explore information and ideas from source materials.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p> <p><i>develop and/or produce spoken or written texts in print or digital forms</i></p>	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Pose questions</p> <p><i>pose questions to identify and clarify issues and compare information in their world.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p> <p><i>build on what they know to create ideas and possibilities in</i></p>	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information</p> <p><i>organise information based on similar or relevant ideas from several sources.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p> <p><i>build on what they know to create ideas and possibilities in</i></p>	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Pose questions</p> <p><i>pose questions to identify and clarify issues and compare information in their world.</i></p> <p>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p> <p><i>investigate options and predict possible</i></p>	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas</p> <p><i>Identify and explore information and ideas from source materials.</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives</p> <p><i>identify and compare creative ideas to think</i></p>	<p>Planning</p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information</p> <p><i>organise information based on similar or relevant ideas from several sources.</i></p> <p>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p> <p><i>investigate options and predict possible</i></p>

Curriculum Knowledge: School Horizontal Learning Map

<p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) describe the strategies used in given situations and tasks</p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning identify reasoning used in choices or actions in specific situations.</p>	<p><i>ways that are new to them.</i></p> <p><i>develop and/or produce spoken or written texts in print or digital forms.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on processes <i>outline the details and sequence in a whole task and separate it into workable parts.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>evaluate whether they have accomplished what they set out to achieve.</i></p>	<p><i>ways that are new to them.</i></p> <p><i>develop and/or produce spoken or written texts in print or digital forms</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Transfer knowledge into new contexts <i>use information from a previous experience to inform a new idea.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>identify alternative courses of action or possible conclusions when presented with information.</i></p>	<p><i>outcomes when putting ideas into action.</i></p> <p>Imagine possibilities and connect ideas <i>develop and/or produce spoken or written texts in print or digital forms.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Transfer knowledge into new contexts <i>use information from a previous experience to inform a new idea.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations.</i></p>	<p><i>broadly about a given situation or problem.</i></p> <p>Imagine possibilities and connect ideas <i>develop and/or produce spoken or written texts in print or digital forms.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on processes <i>outline the details and sequence in a whole task and separate it into workable parts.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>evaluate whether they have accomplished what they set out to achieve.</i></p>	<p><i>outcomes when putting ideas into action.</i></p> <p>Imagine possibilities and connect ideas <i>develop and/or produce spoken or written texts in print or digital forms.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and design a course of action <i>identify alternative courses of action or possible conclusions when presented with information.</i></p>
--	---	---	---	--	--

Curriculum Knowledge: School Horizontal Learning Map

Off Site Enrichment			Morwellham Quay	Garden Centre - Plants		Seaside Trip
Internal Enrichment	Enrichment day – The Spanish Armada Wild Tribe	Enrichment Day	Day in the life of a Victorian School Child	Wild Tribe Enrichment Day	Enrichment day – Planes	Enrichment Day
Quality English Text	<p style="background-color: #f4a460;">Fiction: Little Red Riding Hood</p> <p>Non-fiction: Report writing- animals (linked to guided reading text)</p> <p style="background-color: #f4a460;">Guided Reading: Meerkat Mail</p>	<p>Fiction: Warning – Where the Wild Things Are</p> <p>Non-fiction: Instructions (linked to DT)</p> <p>Poetry: Traditional Poems (Traditional poems in other cultures)</p> <p>Guided Reading: Rainbow Fish</p>	<p>Fiction: The Papaya that spoke</p> <p>Non-fiction: Recount – Diary entry as a Victorian child</p> <p>Guided Reading: The day the crayons quit</p>	<p>Fiction: Defeating the Monster – Kassim and the Greedy Pirate's Treasure.</p> <p>Non-fiction: Persuasion – Come and Buy a Talking Plant</p> <p>Guided Reading: The Koala who could. The day the crayons came home</p> <p>Non-fiction: Oceans and The rainforest tree</p>	<p>Fiction: Losing/finding - Cat, Bramble and Heron</p> <p>Non-fiction: Persuasive Discussion – Should Cat, Bramble and Heron Hire a Monster?</p> <p>Guided Reading: After the fall: How humpty got back up again.</p>	<p>Fiction: Finding – The Magic Shell</p> <p>Poetry: Humorous poems.</p> <p>Guided Reading: The Bear and the Piano</p>
Year 3:	<p>Priority Subject History: Norman invasion – Exploring the local history of Launceston, with a focus on the Castle and making connections to the conquering of Great Britain in 1066.</p> <p>Diversity:</p>	<p>Priority Subject Geography: Locational Knowledge, Cartography Skills, Physical elements (Climate) and its influence on a human process (agriculture) of the UK and South America</p>	<p>Priority Subject History The achievements of early civilizations <i>Ancient Egypt</i></p> <p>Additional Subjects Science Light DT Structures Computing Programming: We are</p>	<p>Priority Subject Geography Physical geography <i>Earthquakes and Volcanoes:</i> comparisons made between High- and Low-income countries (Christchurch, New Zealand vs Haiti, Island of Hispaniola)</p>	<p>Priority Subject History Changes in Britain from the <i>Stone Age to the Iron Age.</i> (Diverse range of cultures, communities, cultivation, traditions, immigration (Celts; Greeks; Romans), technology (stone;</p>	<p>Priority Subject Geography Locational Knowledge <i>Rainforests: how a diverse range of native communities within these environments are becoming leaders in re-generating the devastating loss of the</i></p>

Curriculum Knowledge: School Horizontal Learning Map

	<p>Additional Subjects Science Forces and magnets Art Textiles Computing Communication and Collaboration: We are communicators (collecting and analysing data) Online Safety: We are Year 3 rule writers</p> <p>Isolated Subjects RE Creation/Fall: What do Christians learn from the creation story? PSHE World of work (Broad range of different jobs/careers people can have) (Stereotypes) Spending and saving money. PE Multi skills and Boot camp Music Let your Spirits fly (Joanna Mangona, Marvin Gaye, Barry White)</p>	<p>Additional Subjects Science Forces and magnets Computing Computational Thinking: We are bug fixers (Finding and correcting bugs in programs) Online safety: We are digital friends MFL French: Learn how to say foods and meals around the world in French. DT Technical knowledge: Mechanical Systems.</p> <p>Isolated Subjects RE How do festivals and family life show what matters to Jewish people? PSHE Road safety Individual and collective strengths (Recognise individuality) (Diversity within the community)</p>	<p>programmers (Programming an animation) (Range of pioneers in Computer Science) Online safety: We are internet detectives SMSC British Values PSHE Physical activity Everyday Drugs</p> <p>Isolated Subjects RE People of God: What is it like to follow God? PE Gymnastics (Simone Biles) and Skip to the beat Music Three little birds (Bob Marley, Ziggy Marley, Toots and the Maytals, Amy Winehouse) MFL (French) - Animals and colours</p>	<p>Additional Subjects Science Rocks: (Comparisons around the World) Art Drawing Computing Productivity: We are opinion pollsters (collecting and analysing data) (Critical and questioning of information online) Online safety: We are aware of our digital footprint</p> <p>Isolated Subjects RE How do festivals and worship show what matters to a Muslim? PSHE Turn off let's play (the Internet and everyday life) Everyday feelings. PE Outdoor and adventurous (highlight Bolivian/Peruvian mountain communities) and Ball skills</p>	<p>bronze; copper; Iron). Links will be made to modern societies across the World.</p> <p>Additional Subjects Science Animals, including humans: Structural and behavioural adaptations, similarities and differences across the World. Art 3D Sculpture Computing Creativity: We are presenters (Videoing performance) (Presenting a diverse range of topics and interest) Online safety: We are netiquette experts</p> <p>Isolated Subjects RE Gospel: What kind of world did Jesus want? (Links made between other religions, cultures and communities across the World) PSHE</p>	<p>World's Rainforest, caused largely by the 'western' countries.</p> <p>Additional Subjects Science Plants: (Diverse range of plants cross the World. How plants are used or relied upon by the different cultures of the world.) DT Cooking and Nutrition. (Focus on traditional foods in Malaysia; Morocco; Mexico) Computing Creativity: We are vloggers (Making and sharing a short screencast presentation). (Focus on global cultures and traditions) Online safety: We are avatar creators</p> <p>Isolated Subjects RE How and why do religious and non-religious people try to make the world a better place?</p>
--	---	---	--	--	---	--

Curriculum Knowledge: School Horizontal Learning Map

	<p>MFL (French) - Phonics/greetings and numbers up to 12.</p>	<p>PE Dance (African dance) and Mighty movers Music Glockenspiel stage 1</p>		<p>Music The dragon song (Music from around the world) MFL (French) - Animals and colours. (Animals from around the world. Key stone species from two countries from each continent.)</p>	<p>Expressing feelings (Strategies to respond to conflicting feelings) Wellbeing PE Gym fit circuits and Swimming Music Bringing us together (Nile Rogers, Chaka Khan, Sister Sledge, Rose Royce) MFL (French) - The Hungry Caterpillar: use of new vocabulary in a foreign language.</p>	<p>Christian Aid; Muslim Charity Aid; NGO's (WWF; The Red Cross). PSHE Sun safety PE Active athletes and Swimming. (Famous athletes across the World) Music Reflect rewind and replay (Marvin Gaye, Ziggy Marley, Sister Sledge) MFL (French) - The Hungry Caterpillar: use of new vocabulary in a foreign language.</p>
<p>Metacognitive Skill Progression</p>	<p><u>Planning</u> Identify and clarify information and ideas <i>identify main ideas and select and clarify information from a range of source.</i></p> <p>Organise and process information <i>collect, compare, and categorise facts and opinions found in a wide range of source.</i></p> <p><u>Monitoring</u></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and idea: Pose questions <i>pose questions to expand their knowledge about the world.</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives <i>explore situations using creative thinking</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and idea: Identify and clarify information and ideas <i>identify main ideas and select and clarify information from a range of source.</i></p> <p>Organise and process information <i>collect, compare, and categorise facts and</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and idea: Pose questions <i>pose questions to expand their knowledge about the world.</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives <i>explore situations using creative thinking</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and idea: Identify and clarify information and ideas. <i>identify main ideas and select and clarify information from a range of source.</i></p> <p>Organise and process information <i>collect, compare, and categorise facts and</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and idea: Pose questions <i>pose questions to expand their knowledge about the world.</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives <i>explore situations using creative thinking</i></p>

Curriculum Knowledge: School Horizontal Learning Map

<p>Reflecting on thinking and processes element: Think about thinking (metacognition) <i>reflect on, explain and check the processes used to come to conclusions.</i></p> <p><u>Evaluation</u> Apply logic and reasoning. <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i></p>	<p><i>strategies to propose a range of alternatives.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>reflect on, explain and check the processes used to come to conclusions.</i></p> <p><u>Evaluation</u> Evaluate procedures and outcomes. <i>explain and justify ideas and outcomes.</i></p>	<p><i>opinions found in a wide range of source.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on processes <i>identify pertinent information in an investigation and separate into smaller parts or ideas.</i></p> <p><u>Evaluation</u> Apply logic and reasoning. <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i></p>	<p><i>strategies to propose a range of alternatives.</i></p> <p>Seek solutions and put ideas into action. <i>experiment with a range of options when seeking solutions and putting ideas into action.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Transfer knowledge into new context <i>transfer and apply information in one setting to enrich another.</i></p> <p><u>Evaluation</u> Draw conclusions and design a course of action. <i>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i></p>	<p><i>opinions found in a wide range of sources.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>expand on known ideas to create new and imaginative combinations.</i></p> <p>Generating ideas, possibilities and actions element: <i>Consider alternatives explore situations using creative thinking strategies to propose a range of alternatives.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element</p> <p><u>Evaluation</u> Draw conclusions and design a course of action.</p>	<p><i>strategies to propose a range of alternatives.</i></p> <p>Seek solutions and put ideas into action <i>experiment with a range of options when seeking solutions and putting ideas into action.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>reflect on, explain and check the processes used to come to conclusions</i></p> <p>Transfer knowledge into new context <i>transfer and apply information in one setting to enrich another.</i></p> <p><u>Evaluation</u></p>
---	--	--	---	---	---

Curriculum Knowledge: School Horizontal Learning Map

					<i>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i>	Apply logic and reasoning <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i> Evaluate procedures and outcomes <i>explain and justify ideas and outcomes.</i>
Off Site Enrichment	Launceston Town Trail with a focus on the museum and castle	Mapping skills			Minions Swimming lessons	Newquay Zoo Whole school seaside trip
Internal Enrichment	Tapestry of castle/landscape Gwyngala artists to visit/Gallery exhibition at Zebidiah's or at school	Fairtrade food Making own robots Violin lessons	DT structure: Egyptian day Send letter to British museum		Virtual tour French cave paintings Making clay pottery	Chartwells and cooking Own school garden Growing and Planting seeds Plant sale
Quality English texts	Recount/Significant poet/Traditional Stories Katie in London Town trails, local history books Bayeux tapestry Charles Causley, George fox, Charlotte Dymond	Adventure and mystery stories/ Newspaper reports. Classic poetry Mystery story: Babcock: Leon and the place between. 2022 (2023 Babcock Beasties)	Myths and Legends /Instruction Texts Poetry Myth Babcock Myth Atlas: Egyptian myths and legends from Myth Atlas. Instruction	Fiction: Voyage and return/ Non Fiction Biography/Poetry Babcock: Voyage and return: Jack and the dream sack Voyage and return Non-fiction:Biography: Babcock: Fantastically	Fiction Stories in familiar settings/Non fiction/report/performance poetry Performance poetry Persuasive/Discussion Poems to perform Julia Donaldson Non-fiction:	Stories in familiar settings / Non chronological report/poetry Babcock Non - chronological report The Rainforest Rough Guide by Paul Mason.(3 weeks) Informative Writing:

Curriculum Knowledge: School Horizontal Learning Map

	(Report, newspaper or leaflet, Diary of Charlotte) Charles Causley poetry	Examples of current news related to the topic Year 3 Pie Corbett poems. 100 best poems by Roger McGough Guided Reading Iron man Class Novel Cornish Giant Tin man story	How to catch a troll story by Pie Corbet. (2019) Babcock: Grow your own lettuce(2022) Poetry Babcock Paint me a poem Class Novel The boy in a pink dress Guided Reading Charlottes Web	Great women who changed the world Poetry The lost words Guided Reading The boy who grew dragons Female Author: Andy Shepherd Class Novels (Short reads) Tin Forest Greta Fantastically Amazing women who changed the world Unicef/Oxfam/RRSA resources	National Geographic: Storytelling and Cultural Traditions. Choctaw Tribe; Native Hawai; Western African; Jewish; Irish; Babcock: Report: Book of Bones, 10 record breaking animals by Gabrielle Balkon Guided Reading Class Novel Stone henge Stone age boy Cave boy	Looking at a diverse range of the most endangered species in the world. Guided Reading: Global Rainforest Novels: An Anthology of Intriguing Animals by Ben Hoare Poetry: Babcock: A river by Marc Martin: A journey
Year 4	Priority Subject History The Roman Empire (<i>Invasions and departure</i>) <i>The Scottish / Picts invasions once the Romans depart, making way for the Anglo Saxons.</i> Additional Subjects Science Electricity	Priority Subjects Geography Locational knowledge and Geographical skills and fieldwork <i>Comparison of Water sources</i> Additional Subjects Science Electricity Art Photography/Digital Skills Computing Computer Network: We are HTML	Priority Subject History The Roman Empire and its impact on Britain Additional Subjects Science Animals, including humans Art Collage DT Cooking and Nutrition Computing Creativity: We are Musicians	Priority Subject Geography Human and physical geography and geographical skills and fieldwork <i>How Launceston has changed in 100 years and its effect on the environment</i> Additional Subjects Science Living and their habitats	Priority Subject History Ancient Greece <i>A study of Greek life and achievements and their influence on the western world</i> Additional Subjects Science Sound DT Design and technical knowledge: Computer aided design and programming	Priority Subject Geography Place Knowledge and Human and physical geography <i>Types of settlement</i> Additional Subjects Science States of matter Art Painting Computing We are co-authors (Producing a wiki)

Curriculum Knowledge: School Horizontal Learning Map

	<p>Computing Programming: We are software developers (Developing a simple educational game) (Aware of a range of pioneers in Computer Science) Online safety: We are Year 4 rule writers DT Technical knowledge: electrical systems</p> <p>Isolated Subjects RE What do Hindus believe God is like? PSHE What makes a good friend? Respecting others (Compassion towards others, similarities and differences) PE Boot camp and Invasion games (Ama Agbaze-Netball) Music Mamma Mia MFL (French) - Numbers 1-31 and dates and months.</p>	<p>Editors (Editing and writing HTML) Online safety: We are standing up to peer pressure</p> <p>Isolated Subjects RE Incarnation/God: What is the Trinity? Christmas PSHE Resolving conflict and managing negative pressure (Different types of friends) Everyday safety and basic first aid PE Dance (African dance) and Mighty movers (Anthony Joshua) Music Glockenspiel stage 2 MFL (French) - Celebrations (Birthdays and Christmas)</p>	<p>(Producing digital music) Online safety: We are aware that our online content lasts forever SMSC British Values PSHE Money choices Volunteering and citizenship (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements)</p> <p>Isolated Subjects: RE What does it mean to be a Hindu in Britain today? PE Gymnastics (Simone Biles) and Swimming (Videos of BAME athletes) Music Stop (Bhangra, Hip Hop and Boss Nova) MFL (French) - Shapes and Position</p>	<p>Art Printing Computing Productivity: We are meteorologists (Presenting the weather) Online safety: We are online risk managers</p> <p>Isolated Subjects RE Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter PSHE Play, like, share 1 – Alfie (Safely enjoying the online world) Play, like, share 2 – Magnus (Keeping personal information safe and private online) PE Gymfit circuits and Swimming Music Lean on me (Soul/Gospel music: Bill Withers, Mary Mary, ACM Gospel Choir) MFL (French) - Parts of the face and body. Demonstrate diversity when representing speakers of the language, e.g. France is a multicultural country,</p>	<p>Computing Computational Thinking: We are designers (Prototyping an item) (Influential BAME tech leaders in the UK) Online safety: We are respectful of digital rights and responsibilities</p> <p>Isolated Subjects RE Kingdom of God: When Jesus left, what was the impact of Pentecost? PSHE Play, like, share 3 – fans (Understanding that not everyone is who they say they are online) Managing feelings PE Nimble nets (Jo Wilfrid Tsonga and Naomi Osaka) and Cool core Music Blackbird (The Beatles/Pop) MFL (French) - Family - illustrations to depict a range of diverse families.</p>	<p>(Information online can sometimes be presented with western bias and critical and questioning) Online Safety: We are careful when talking to virtual friends</p> <p>Isolated Subjects RE Curriculum Kernewek Unit L2.11: How and why do people in Cornwall mark significant events in community life? PSHE The environment PE Striking and fielding (Focus on IPL cricket league and Athletics. Linford Christie and Usain Bolt – Athletes of West African heritage's dominance of the sprint events.) Music Reflect rewind and replay MFL (French) - Family - illustrations to depict a range of diverse families.</p>
--	---	---	---	---	---	--

Curriculum Knowledge: School Horizontal Learning Map

				so try to reflect this is in the resources you use.		
Metacognitive Skill Progression	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources.</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <i>Identify pertinent information in an investigation and separate into smaller parts or ideas</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify main ideas and select and clarify information from a range of sources.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <i>Identify pertinent information in an investigation and separate into smaller parts or ideas</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on, explain and check the processes used to come to conclusions.</i></p> <p>Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Transfer and apply information in one setting to enrich another.</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><i>Explore situations using creative thinking strategies to propose a range of alternatives.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p> <p>Analysing, synthesising and evaluating reasoning and procedures element: Draw conclusions and</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>

Curriculum Knowledge: School Horizontal Learning Map

	<i>Experiment with a range of options when seeking solutions and putting ideas into action</i>	<i>Explain and justify ideas and outcomes.</i>	<u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify and apply appropriate reasoning and thinking strategies for outcomes</i>		design a course of action <i>Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i>	
Off Site Enrichments		Exeter		Eden Project		
Internal Enrichment	Roman dig site at the local park	STEM visit				
Quality English Texts:	Escape from Pompeii (Story telling) The Roman Record (Newspaper article)	Mirror (Stories from other cultures) Until I met Dudley (Explanation text)	Arthur and the Golden rope (Stories with a historical setting) A walk in London (Information text)	Paperbag Prince (Story telling) Beyond the stars (Adventure story) King of the Birds changed to another animal.	Dragons (Non chronological report/stories Who let the Gods out (Adventure story)	Beatrice's dream Story about living in someone else's shoes/Non chronological report)
Year 5:	<u>Priority Subject</u> History Britain's settlement by Anglo-Saxons (Following on from Y4 <i>The Scottish / Picts invasions once the Romans depart,</i>	<u>Priority Subjects</u> Geography Human and physical geography <i>Carbon Footprint</i> <u>Additional Subjects</u> Science Forces	<u>Priority Subject</u> History A local history study <i>Study over Time on Locality</i> <u>Additional Subjects</u>	<u>Priority Subject</u> Geography Place knowledge and Geographical skills and fieldwork <i>Cornwall</i> <u>Additional Subjects</u>	<u>Priority Subject</u> History A non-European society that provides contrasts with British history <i>Mayan Civilization</i> <u>Additional Subjects</u>	<u>Priority Subject</u> Geography Locational knowledge and Place knowledge <i>North/South America</i> <u>Additional Subjects</u>

Curriculum Knowledge: School Horizontal Learning Map

<p><i>making way for the Anglo Saxons).</i> following on from Y4 Anglo Saxons settlements and Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Additional Subjects Science Forces DT Make: Structures Computing Programming: We are game developers (Developing an interactive game) (Aware of pioneers in Computer Science) Online safety: We are Year 5 rule writers</p> <p>Isolated Subjects RE What does it mean to be a Muslim in Britain today? PSHE (Diverse communities) Respectful relationships (Respecting self and others)</p>	<p>Computing/Art Creativity: We are Artists (Fusing geometry and art) Online safety: We are responsible for our online actions (Escher, Bridget Riley, traditional Islamic artists) DT Mechanical Systems</p> <p>Isolated Subjects RE Incarnation: Was Jesus the Messiah? Christmas PSHE Illness Nutrition and healthy eating</p> <p>PE Dance and Cool core Bollywood dance Music Classroom Jazz (Louis Armstrong, Ella Fitzgerald) MFL (French) - Food and drink (Anne-Sophie Pic, Guy Savoy)</p>	<p>Science Properties and changes of materials Computing Computational Thinking: We are cryptographers (Cracking codes) Online safety: We are content evaluators SMSC British Values PSHE Online content Art Drawing and Painting</p> <p>Isolated Subjects RE God: What does it mean if God is Holy and Loving? PE Gymnastics and Mighty movers (Anthony Joshua/Prince Naseem) Music Make you feel my love (Adele, Luther Vandross) MFL (French) - Sports (Kylian Mbappe, Amelie Mauresmo)</p>	<p>Science Living things and their habitats (female scientist Jane Goodall) DT Cooking and Nutrition Computing Communication and collaboration: We are bloggers (Sharing experiences and opinions) Online safety: We are protecting our online reputation</p> <p>Isolated Subjects RE Why is the Torah so important to Jewish people? PSHE Mental health and keeping well Managing challenges and change</p> <p>PE Gymfit Striking and fielding. (Jofra Archer) Music The Fresh Prince of Bel Air (Will Smith, De La Soul, The Fugees, Run DMC)</p>	<p>Science Earth and space Art 3D form Computing Computer Network: We are web developers (Creating a website about online safety) Online safety: We are respectful of copyright</p> <p>Isolated Subjects RE Gospel: What would Jesus do? PSHE Exploring risk (in everyday situations)</p> <p>PE Swimming and Striking and fielding (Chris Jordan) Music Dancing in the street (Martha and the Vandellas, The Four Tops, Marvin Gaye, Stevie Wonder) MFL (French) – Music (Edit Piaf, Johnny Hallyday)</p>	<p>Science Animals, including humans Art Photography/ Digital Skills Computing Productivity: We are architects (Creating a virtual space) Online safety: We are game changers</p> <p>Isolated Subjects RE Why do some people believe in God and some people not? PSHE Puberty 1 - bodies and reproduction (Respecting self and others) Puberty 2 – changes (Respecting self and others)</p> <p>PE Swimming and Nimble nets (Naomi Osaka/Williams sisters) Music Reflect rewind and replay (Chuck Berry, MC Hammer, Marvin Gaye) MFL (French) - Music</p>
--	---	--	---	--	---

Curriculum Knowledge: School Horizontal Learning Map

	<p>PE Boot camp and Invasion games (Maro Itoje)</p> <p>Music Living on a prayer (Rock) (Chuck Berry)</p> <p>MFL (French) - 5 times table and telling the time.</p>			<p>MFL (French) - Sports (Jeannie Longo, Zinadine Zidane)</p>		
<p>Metacognitive Skill Progression</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most effective solution and put ideas into action</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: reflect on processes <i>Identify and justify the thinking behind choices they have made.</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Combine ideas in a variety of ways and from a range of sources to create new possibilities</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify</i></p>

Curriculum Knowledge: School Horizontal Learning Map

						<i>actions when designing a course of action</i>
Off site Enrichment s		Bodmin Recycle Centre	Launceston field work			Residential Widemouth Beach
Internal Enrichment	Viking day	Careers Fair	Les Kennedy visit/walk			
Quality English Texts	Myths nad legends - Beowulf Michael Morpurgo GR Beowulf Viking Boy Poem – mental health – A Poem to be Spoken Silently News Report	Spooky Short stories – Short by	Selection of Poetry by Charles Causley Persuasive writing Historical / classical literature: The Jungle Book by Rudyard Kupling	Charlotte’s Webb	George’s Secret Key to the Universe The Curse of the Maya (GR) Stories from other cultures. Kensuke’s Kingdom Poetry – Benjamin Zephaniah Biographies – example text Benjamin Zephaniah	Goth girl and the Ghost of a Mouse – Classical Narrative?
Year 6:	Priority Subject History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	Priority Subject Geography Location and Place Knowledge <i>Coasts</i> Additional Subjects Science Electricity DT Technical knowledge: Electrical	Priority Subject History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	Priority Subject Geography Human and physical geography <i>Mountains and Rivers</i> Additional Subjects Science Living Things and Habitats	Priority Subject History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>Post War (Decades)</i>	Priority Subject Geography Locational knowledge and geographical skills and fieldwork <i>London/Africa</i> Additional Subjects

Curriculum Knowledge: School Horizontal Learning Map

	<p>World War Two- diversity Jews Holocaust</p> <p>Additional Subjects Science Electricity Art Collage: Blitz skyline silhouettes, exploring art work created of the Blitz and Remembrance Day collage Computing Programming: We are adventure gamers (Making a text-based adventure game) (Aware of pioneers in Computer Science) Online safety: We are online safety ambassadors</p> <p>Isolated Subjects RE Why do Hindus want to be good? PSHE Different types of families (Different types of relationships) Healthy/harmful relationships (Diverse community and stereotypes)</p>	<p>Systems Computing Creativity: We are travel writers (Using media and mapping to document a trip) (Research a location online using a range of resources appropriately) Online safety: We will not share inappropriate images</p> <p>Isolated Subjects RE Why do Hindus want to be good? PSHE Keeping your body safe 1 Keeping your body safe 2 PE Dance (diversity Hindu dance) and Mighty movers (Muay Thai focus) Music Christmas production songs MFL (French) - Countries and their features</p>	<p><i>The changing power of the monarchs</i></p> <p>Additional Subjects Science Evolution and inheritance SMSC British Values PSHE Spending decisions Gambling (Exploring risk in relation to gambling) Art Textiles: portraits of monarchs using textiles Computing Computational Thinking: We are computational thinkers (Mastering algorithms for searching, sorting and mathematics) Online safety: We are safe social networkers</p> <p>Isolated Subjects RE Creation/Fall: Creation and Science – Conflict or Complimentary? PE Gymnastics (Chinese gymnastic team) and Outdoor and adventurous</p>	<p>DT Design and Technical knowledge: Computing to program Computing Computer Networks: We are network technicians (Exploring computer networks including the internet) Online Safety: We are respectful of others</p> <p>Isolated Subjects RE Salvation: What did Jesus do to save Human Beings? Easter PSHE Share Aware 1 – Alex (Online friendships and keeping safe) Share Aware 2 – Lucy (Skills for using the Internet safely)</p> <p>PE Gym fit circuits and Step to the beat (Oti Mabuse) Music You’ve got a friend (The Drifters) MFL (French) - French Festivals Create opportunities to explore the traditions and cultures of the cultures and societies</p>	<p>Racial equality Martin Luther King Women’s rights</p> <p>Additional Subjects Science Light Art Printing (study of Andy Warhol’s pop art) Computing Creativity: We are advertisers (Creating a short television advert) Online safety: We are online safety problem solvers</p> <p>Isolated Subjects RE Kingdom of God: What kind of King is Jesus? PSHE Social media Feelings and common anxieties when changing schools PE Striking and fielding and Nimble nets (Jofra Archer) Music Ballad MFL (French) - Revision and consolidation</p>	<p>Science Animals including humans DT Cooking and Nutrition (short) focus on food from different cultures- Africa Computing Productivity: We are publishers (Creating a yearbook or a magazine) Online safety: We are safe gaming experts</p> <p>Isolated Subjects RE Curriculum Kernewek Unit U2.12: Does faith help people in Cornwall when life gets hard? PSHE Changing schools (Changes from primary to secondary school) PE Young Olympian (diversity: para olympics) and Fitness frenzy Music Reflect rewind and replay (Pop: Jackson 5) MFL (French) - Revision and consolidation</p>
--	---	--	---	---	---	---

Curriculum Knowledge: School Horizontal Learning Map

	<p>PE Cool core and Invasion games (Marcus Rashford/Jessie Lingard) Music Happy (Pop: Pharrell Williams, Bobby McFerrin) MFL (French) - Weather and Seasons</p>		<p>Music A New year Carol (Classical: Urban Gospel) MFL (French) - What's in cities and towns?</p>	<p>where French spoken - Actively challenge any stereotypes pupils may have about certain countries or languages.</p>		
Metacognitive Skill Progression	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i></p> <p><u>Monitoring</u></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses</i></p>

Curriculum Knowledge: School Horizontal Learning Map

	Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>	<i>of action against given criteria</i>	Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most effective solution and put ideas into action</i> <u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>	Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i>	<i>of action against given criteria</i>	<i>of action against given criteria</i>
Off Site Enrichment	Davidstow War Museum			Brown willy – link to Mountains topic		London Beach trip
Internal Enrichment		Careers Fair	‘Monarchs’ day		‘Through the decades’ enrichment day	
Quality English Text	Diary of Anne Frank My Secret War Diary by Marcia Williams Holes by Louis Sachar	The Deserted House poem by Mary Coleridge Cloudbursting – Malorie Blackman The Hajj Barrowquest	Balanced argument :Roald Dahl’s Revolting Rhymes – Goldilocks and Three Bears. The Lion, the witch and the wardrobe by C.S Lewis	David Copperfield The Borrowers by Mary Norton Non-fiction guided reading: inspirational modern women	Hurricane Gold by Charlie Higson The Railway Children by E Nesbit Lionboy by Zizou Corder	Cogheart by Peter Bunzel Skellig by David Almond Anatomy: A Cutaway Look Inside the Human Body by Hélène

Curriculum Knowledge: School Horizontal Learning Map

		Boy by Roald Dahl			Non-fiction guided reading: Civil Rights	Druvert and Jean-Claude Druvert
--	--	-------------------	--	--	--	---------------------------------