

Curriculum Knowledge and Skills: School Horizontal Learning Map

At Windmill Hill Academy, we are 'Inspiring Passionate Lifelong Learners' by providing them with a broad and balanced to inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

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	Priority Subject	Priority Subject	Priority Subject	Priority Subject	Priority Subject Geography

Curriculum Knowledge and Skills: School Horizontal Learning Map

<p>memory that are significant nationally <i>'Fire! Fire!'</i> (<i>The Great Fire of London</i>)</p> <p><u>Additional Subjects</u> 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><u>Isolated Subjects</u> 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</p>	<p>Geography Locational Knowledge Geographical skills and fieldwork 'Our World' (<i>Continents and Oceans</i>) (Research and compare the lives of children around the world linked to different continents)</p> <p><u>Additional Subjects</u> 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><u>Isolated Subjects</u> RE What does it mean to belong to a faith community? (Diwali)</p>	<p>History Significant historical events, people and places in their own locality 'Kings, Queens and Castles' (<i>British Monarchs</i>) (Explore diversity within Commonwealth countries (and explore / compare British Monarchy with Kings and Queens of other countries))</p> <p><u>Additional Subjects</u> 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</p>	<p>Geography Place Knowledge Geographical skills and fieldwork 'Walking in the Woods' (<i>Woodlands</i>)</p> <p><u>Additional Subjects</u> 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><u>Isolated Subjects</u> RE Who is Jewish and how do they live? (Part 1) PSHE Jessie and Friends 1 watching videos: managing our time safely whilst online</p>	<p>History Events beyond living memory that are significant globally 'All Aboard!' (<i>Trains / transport through time</i>)</p> <p><u>Additional Subjects:</u> 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><u>Isolated Subjects</u> 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</p>	<p>Human and physical geography <i>'Beside the Seaside'</i> (<i>Oceans, Seas and the Seaside</i>)</p> <p><u>Additional Subjects</u> 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)</p>
---	--	---	---	--	--

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>Music Hey You! (Joanna Mangona, De La Soul, MC Hammer)</p>	<p>PSHE People who care for us (Roles different people play Recognise the ways in which we are same and different) 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>(Explore diversity within Britain and U.K)</p> <p>PSHE Healthy Friendships Our bodies and boundaries: NSPCC PANTS</p> <p>Isolated Subjects RE God: What do Christians believe God is like? PE Brilliant Ball Skills and Skip to the Beat Music In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)</p>	<p>PE Story-time Dance (Oti Mubuse) and Gym-fit Circuits</p> <p>Music Round and Round (Santana, Joanna Mangona, Gamophonedzie))</p>	<p>Music Your Imagination (Joanna Mangona)</p>	<p>Isolated Subjects RE How should we care for the world and for others, and why does it matter?</p> <p>PE Active Athletics and Fitness Frenzy Music Reflect, Rewind and reply (Will Smith, Santana)</p>
Metacognitive Skill Progression	<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><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><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><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><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><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>

Curriculum Knowledge and Skills: School Horizontal Learning Map

<p>Generating ideas, possibilities and actions element: Imagine 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>Generating ideas, possibilities and actions element: Consider alternatives <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>Generating ideas, possibilities and actions element: Seek 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>Generating ideas, possibilities and actions element: Imagine 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>Generating ideas, possibilities and actions element: Consider alternatives <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>Generating ideas, possibilities and actions element: Seek 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>
--	--	---	--	--	---

Curriculum Knowledge and Skills: School Horizontal Learning Map

Off Site Enrichment	Local Fire Station Visit Local Buildings Walk Lanhydrock House	Local Post Office Visit (Posting letters / postcards / parcels) Charlie Bears Visit	Castle Visit	Windmill Woods & Cardinham Woods	Launceston Railway & New Mills Visit	Newquay Aquarium and 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>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>	<u>Oi Frog! 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>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 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>Lighthouse Keeper's Lunch</u> (fiction) <u>The Magic Beach</u> (descriptive poetry) <u>Not Quite Narwhal</u> <u>The Storm Whale / The Storm Whale in Winter / Grandma Bird</u>

Curriculum Knowledge and Skills: School Horizontal Learning Map

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

Curriculum Knowledge and Skills: School Horizontal Learning Map

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

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>(Recognising ways we are all unique) Our communities (Recognising ways they are the same and different to other people) PE Multi skills and boot camp Music Hands hearts and feet (South African music: Joanna Mangona, Miriam Makeba, Hugh Masekela)</p>	<p>PE Dance (from other cultures) and Mighty movers Music Ho Ho Ho (Joanna Mangona, Jackson 5, Stevie Wonder)</p>	<p>detectives (Collecting clues) Online safety: We are safe searchers Isolated Subjects RE Who are Muslim and how do they live? (Part 2) PE Gymnastics and Swimming (Simone Biles) Music I wanna play in a band (Joanna Mangona, Chuck Berry)</p>	<p>Jessie and Friends playing games (Online interactions and information sharing) PE Ball skills and Music Zoo Time (ASWAD, Marcia Griffiths, Jimmy Cliff)</p>	<p>Jessie and Friends playing games 2 (Online friends) Big feelings PE Throwing and catching (Viharat Kohli) and Cool core Music Friendship song (Bruno Mars, Gladys Knight, Stevie Wonder, Dionne Warwick)</p>	<p>people and places in Cornwall sacred? PSHE Keeping our teeth healthy PE Active athletes (Katerina Johnson-Thompson/ Jessica Ennis-Hill) and Fitness frenzy Music Reflect, Rewind and Replay (Hugh Masekela, Marcia Griffiths, Bruno Mars)</p>
Metacognitive Skill Progression	<p>Planning 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> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>develop and/or produce spoken or</i></p>	<p>Planning 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> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p>	<p>Planning 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> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p>	<p>Planning 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> Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p>	<p>Planning 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> Generating ideas, possibilities and actions element: Consider alternatives <i>identify and compare creative ideas to think</i></p>	<p>Planning 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> Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

<p><i>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: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations.</i></p>	<p><i>build on what they know to create ideas and possibilities in 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>build on what they know to create ideas and possibilities in 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>investigate options and predict possible outcomes when putting ideas into action.</i></p> <p><i>Imagine possibilities and connect ideas 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><i>Imagine possibilities and connect ideas 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>investigate options and predict possible outcomes when putting ideas into action.</i></p> <p><i>Imagine possibilities and connect ideas 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</i></p>
--	--	--	--	--	--

Curriculum Knowledge and Skills: School Horizontal Learning Map

						<i>when presented with information.</i>
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>Fiction: Little Red Riding Hood</p> <p>Non-fiction: Report writing- animals (linked to guided reading text)</p> <p>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:	Priority Subject History: Norman invasion – Exploring the local history of Launceston, with a focus on the Castle and making connections to	Priority Subject Geography: Locational Knowledge, Cartography Skills, Physical elements (Climate) and its influence on a human process (agriculture) of	Priority Subject History The achievements of early civilizations <i>Ancient Egypt</i> Additional Subjects Science Light DT Structures	Priority Subject Geography Physical geography <i>Earthquakes and Volcanoes: comparisons made between High- and Low-income countries (Christchurch, New</i>	Priority Subject History Changes in Britain from the <i>Stone Age to the Iron Age. (Diverse range of cultures, communities, cultivation, traditions, immigration (Celts;</i>	Priority Subject Geography Locational Knowledge <i>Rainforests: how a diverse range of native communities within these environments are becoming leaders in re-</i>

Curriculum Knowledge and Skills: School Horizontal Learning Map

<p>the conquering of Great Britain in 1066.</p> <p>Diversity:</p> <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,</p>	<p>the UK and South America</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) Rigalo 1 Unit 2: En Classe 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>Computing Programming: We are 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) Rigalo 1 Unit 3: Mon Corps</p>	<p>Zealand vs Haiti, Island of Hispaniola)</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</p>	<p>Greeks; Romans), technology (stone; 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</p>	<p>generating the devastating loss of the 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 and Skills: School Horizontal Learning Map

	<p>Marvin Gaye, Barry White)</p> <p>MFL (French) Rigalo 1 Unit 1: Bonjour</p>	<p>PE Dance (African dance) and Mighty movers</p> <p>Music Glockenspiel stage 1</p>		<p>communities) and Ball skills</p> <p>Music The dragon song (Music from around the world)</p> <p>MFL (French) Rigalo 1 Unit 4: Les Animaux</p>	<p>communities across the World)</p> <p>PSHE Expressing feelings (Strategies to respond to conflicting feelings)</p> <p>Wellbeing</p> <p>PE Gym fit circuits and Swimming</p> <p>Music Bringing us together (Nile Rogers, Chaka Khan, Sister Sledge, Rose Royce)</p> <p>MFL (French) Rigalo 1 Unit 5: Ma Famille</p>	<p>Christian Aid; Muslim Charity Aid; NGO's (WWF; The Red Cross).</p> <p>PSHE Sun safety</p> <p>PE Active athletes and Swimming. (Famous athletes across the World)</p> <p>Music Reflect rewind and replay (Marvin Gaye, Ziggy Marley, Sister Sledge)</p> <p>MFL (French) Rigalo 1 Unit 6: Bon anniversaire</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 strategies to propose a range of alternatives.</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 opinions found in a wide range of source.</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 strategies to propose a range of alternatives.</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 and Skills: 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><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>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>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 and Skills: School Horizontal Learning Map

					<i>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i>	<p>Apply logic and reasoning <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i></p> <p>Evaluate procedures and outcomes <i>explain and justify ideas and outcomes.</i></p>
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 Zebidiahs 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	<p>Recount/Significant poet/Traditional Stories</p> <p>Katie in London; Outcome tour guide of Launceston</p> <p>Recount: Diary writing A norman diary/diary of George Fox</p>	<p>Adventure and mystery stories/ Newspaper reports. Classic poetry</p> <p>Jack and the dream sack voyage and return</p> <p>Newspaper writing: Goldielocks and the three bears</p>	<p>Myths and Legends /Instruction Texts Poetry</p> <p>Myth Babcock Myth Atlas: Egyptian myths and legends from Myth Atlas.</p> <p>Instruction</p>	<p>Fiction: Voyage and return/ Non Fiction Biography/Poetry</p> <p>Non-fiction:Biography: Babcock: Fantastically Great women who changed the world</p> <p>Poetry The lost words</p>	<p>Fiction Stories in familiar settings/Non fiction/report/performance poetry</p> <p>Performance poetry Persuasive/Discussion</p> <p>Poems to perform Julia Donaldson</p> <p>Non-fiction:</p>	<p>Stories in familiar settings / Non chronological report/poetry</p> <p>Babcock Non - chronological report The Rainforest</p> <p>Rough Guide by Paul Mason.(3 weeks)</p> <p>Informative Writing:</p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>Poetry Local Poetry Charles Causley</p> <p>Texts: Town trails, local history books Bayeux tapestry Charles Causley poetry</p> <p>Guided Reading Roald Dahl The Twits</p> <p>Class Novel The fire work makers daughter</p>	<p>(2023 Babcock Beasties)</p> <p>Year 3 Pie Corbett poems. 100 best poems by Roger McGough</p> <p>Guided Reading Iron man</p> <p>Class Novel Cornish Giant Tin man story Bills new frock</p>	<p>How to catch a troll story by Pie Corbet. (2019) Babcock: Grow your own lettuce(2022)</p> <p>Poetry Babcock Paint me a poem</p> <p>Guided Reading Sheep pig Dick king smith Class Novel: Fantastic Mr Fox</p>	<p>Guided Reading Fantastically Amazing women who changed the world</p> <p>Guided Reading: The boy who grew dragons Female Author: Andy Shepherd</p> <p>Class Novels (Short reads) Tin Forest Match box diary How to train your dragon The day the crayons quit Unicef/Oxfam/RRSA resources</p>	<p>National Geographic: Storytelling and Cultural Traditions. Choctaw Tribe; Native Hawai; Western African; Jewish; Irish;</p> <p>Babcock: Report: Book of Bones, 10 record breakin</p> <p>Guided Reading The pebble in my pocket Stone henge Stone age boy Cave boy</p> <p>Class Novel: The Abominables</p>	<p>Looking at a diverse range of the most endangered species in the world.</p> <p>Guided Reading: The great kapok tree. Ovaid charity Buddy the orangutan and the rainforest</p> <p>Class Novel The Abominables</p> <p>Global Rainforest</p> <p>Novels: An Anthology of Intriguing Animals by Ben Hoare</p> <p>Poetry: Babcock: A river by Marc Martin: A journey</p>
Year 4	<p>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></p>	<p>Priority Subjects Geography Human and Physical Geography and Geographical Skills: <i>The Water Cycle / Rivers (also Ice: Arctic / Antarctica link)</i></p>	<p>Priority Subject History The Roman Empire and its impact on Britain</p> <p>Additional Subjects Science Animals, including humans Art Collage</p>	<p>Priority Subject Geography <i>Locational Knowledge: Where in the World? Europe (including the Mediterranean – Italy and Greece)</i></p> <p>Additional Subjects</p>	<p>Priority Subject History Ancient Greece <i>A study of Greek life and achievements and their influence on the western world</i></p> <p>Additional Subjects Science Electricity</p>	<p>Priority Subject Geography Place Knowledge and Human and physical geography <i>Types of settlement</i></p> <p>Additional Subjects Science Electricity Art Painting</p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p><u>Additional Subjects</u> Science Sound Art Painting (link to rivers / water) Computing Creativity: We are Musicians (Producing digital music) Online safety: We are Year 4 rule writers</p> <p><u>Isolated Subjects</u> RE What do Hindus believe God is like? PSHE What makes a good friend? Respecting others (Compassion towards others, similarities and differences) PE Handball and Gymnastics Music Violin / Cello MFL (French) Rigalo 1 Unit 7: Encore!</p>	<p><u>Additional Subjects</u> Science States of Matter Art Photography/ Digital Skills Computing Productivity: We are meteorologists (Presenting the weather) Online safety: We are standing up to peer pressure</p> <p><u>Isolated Subjects</u> 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 Swimming Dance (Water Cycle / Ricers link) (Anthony Joshua) Music Violin / Cello MFL (French) Rigalo 1 Unit 8: Quelle heure est-il?</p>	<p>DT Cooking and Nutrition Computing We are co-authors (Producing a wiki) (Information online can sometimes be presented with western bias and critical and questioning) Online safety: We are aware that our online content lasts forever SMSC British Values First Aid PSHE Money choices Volunteering and citizenship (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements)</p> <p><u>Isolated Subjects:</u> RE What does it mean to be a Hindu in Britain today? PE Gymnastics (Simone Biles) and Swimming</p>	<p>Science Living and their habitats Art Printing Computing Computer Network: We are HTML Editors (Editing and writing HTML) Online safety: We are online risk managers</p> <p><u>Isolated Subjects</u> RE Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter PSHE The environment PE Gymfit circuits and Swimming Music Lean on me (Soul/Gospel music: Bill Withers, Mary Mary, ACM Gospel Choir) MFL (French) Rigalo 1 Unit 10: Où vas-tu?</p>	<p>DT Technical knowledge: electrical systems Computing Online safety: We are respectful of digital rights and responsibilities (Aware of a range of pioneers in Computer Science)</p> <p><u>Isolated Subjects</u> RE Kingdom of God: When Jesus left, what was the impact of Pentecost? PSHE Play, like, share 1 – Alfie (Safely enjoying the online world) Play, like, share 2 – Magnus (Keeping personal information safe and private online)</p> <p>PE Nimble nets (Jo Wilfrid Tsonga and Naomi Osaka) and Cool core Music Blackbird (The Beatles/Pop) MFL (French) Rigalo 1 Unit 11: On mange!</p>	<p>DT Design and technical knowledge: Computer aided design and programming Computing Programming: We are software developers (Developing a simple educational game) Computational Thinking: We are designers (Prototyping an item) (Influential BAME tech leaders in the UK) Online Safety: We are careful when talking to virtual friends</p> <p><u>Isolated Subjects</u> RE Curriculum Kernewek Unit L2.11: How and why do people in Cornwall mark significant events in community life? PSHE Play, like, share 3 – fans (Understanding that not everyone is who they say they are online) Managing feelings PE Striking and fielding (Focus on IPL cricket)</p>
--	--	---	---	---	--	--

Curriculum Knowledge and Skills: School Horizontal Learning Map

			<p>(Videos of BAME athletes)</p> <p>Music Stop (Bhangra, Hip Hop and Boss Nova)</p> <p>MFL (French) Rigalo 1 Unit 9: Les fêtes</p>			<p>league and Athletics. Linford Christie and Usain Bolt – Athletes of West African heritage's dominance of the sprint events.)</p> <p>Music Reflect rewind and replay</p> <p>MFL (French) Rigalo 1 Unit 12: Le cirque</p>
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></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></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></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</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</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></p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>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><i>Experiment with a range of options when seeking solutions and putting ideas into action</i></p>	<p>Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>	<p>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>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></p>	<p><i>Transfer and apply information in one setting to enrich another.</i></p>	<p><i>Explain and justify ideas and outcomes.</i></p> <p>Analysing, synthesising and evaluating reasoning and procedures element: 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>Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>
Off Site Enrichment s		<p>River / Beach Trip (with Year 6) Local River Fieldwork</p>	<p>Truro Museum Visit (Egyptians, Romans and Ancient Greeks – with Year 3)</p>	<p>Paignton Zoo Eden Project (Mediterranean Biome)</p>		
Internal Enrichment	<p>Roman Workshop Visit Roman Artefact Loan Box (Truro Museum) Virtual Workshop – British Museum (Romans) Roman dig site at the local park</p>	<p>SW Water Workshop Water Aid Speaker</p> <p>STEM visit</p>			<p>British Museum – Virtual workshop (Ancient Greeks)</p>	

Curriculum Knowledge and Skills: School Horizontal Learning Map

Quality English Texts:	Fiction: Escape from Pompeii (VIPERS and Babcock)	Fiction: Ice Trap!	Fiction: Arthur and the Golden Rope (VIPERS & Babcock)	Paperbag Prince (Babcock)	Who let the Gods out? (VIPERS / Writing Unit)	Fiction: Westlandia (Babcock)
	Queen of Darkness: Boudicca's Army will Rise ... (VIPERS)	Shackleton's Journey (VIPERS)	Class Novel: Tiger Tiger and / or Varjak Paw (VIPERS)	Mirror (Babcock)	Wings of Icarus (VIPERS)	The Butterfly Lion (VIPERS)
	Julius Zebra: Rumble with the Romans (VIPERS)	Race to the Frozen North: The Thomas Henson Story (VIPERS) (Diversity Text)	Vesuvius Poovious	Kai and the Monkey King (VIPERS / Writing Unit)	Greek Tales: The Lion's Slave (VIPERS)	Beyond the stars - King of the Birds (Babcock)
	Class Novel: Ted and his Time Travelling Toilet: Roman Rewind	Oliver and the Seawigs (VIPERS and Babcock)	The ROMAN Mystery Series: The Secrets of Vesuvius	Class Novel: The Boy who Biked the World – parts 1,2 & 3 (VIPERS) and / or James and the Giant Peach	Beasts of Olympus Series: Beast Keeper / Dragon Healer	Non-Fiction: The Street Beneath My Feet
	Empire's End: A Roman Story (VIPERS)	Ice Palace (VIPERS)	The Scar Gatherer Series: The Leopard in the Golden Cage	Fiction and Non Fiction: Dragons: Truth, Myth and Legends (Babcock)	An Ancient Greek Mystery Series: Mark of the Cyclops / Secret of the Oracle	Class Novel options:
	I was there ... Boudicca's Army	Flood (Babcock)	Non Fiction: A Question of History Series: Did Romans really eat flamingos? (Babcock)	The Land of Roar (VIPERS)	Tilly and the Time Machine (VIPERS)	The Miraculous Journey of Edward Tulane
	The Time Travelling Cat and the Roman Eagle	Rhythm of the Rain	A Visitor's Guide to Ancient Rome	Krindlekrak (VIPERS)	Class Novel: Leonora Bolt: Secret Inventor	The Invention of Hugo Cabernet
	Winter of the Wolves: An Anglo-Saxon Age is Dawning	Rain Before Rainbows	The Thrifty Guide to Ancient Rome: A Handbook for Time Travellers	Non Fiction: Dare to Care: Pet Dragon (Babcock)	Non Fiction: Until I Met Dudley: How Everyday Things Really Work (Babcock)	Barnabus Project
	Usborne Official: Roman Soldier's Handbook	Feelings Flow and Change like ... The River (PSHE link)		Poetry: Tell Me a Dragon	Cool Circuits and Wicked Wires (Science: Electricity)	Amelia Fang
		Class Novel: Ice Monster by David Walliams and / or Wind in the Willows				
		Non Fiction:				

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>The Roman Record (Newspaper article)</p> <p>Poetry: The Sound Collector</p> <p>Silence</p> <p>The Ocean</p> <p>Poems by James Berry: Seashell When I Dance Isn't my Name Magical? (Link to Science & PSHE)</p> <p>I am a Roman Soldier</p> <p>The Romans in Britain</p>	<p>The Story of Snow: The Science of Winter's Wonder (Science: States of Matter)</p> <p>A Drop in the Ocean: The Story of Water</p> <p>Water Cycles: The Source of Life from Start to Finish</p> <p>Poetry: A River (Babcock)</p> <p>River's Dance (Science: Water Cycle link)</p> <p>I can make a River Dance (PE / dance link)</p> <p>The River by Valerie Bloom Frost Hot Like Fire</p> <p>If I were a River</p> <p>River Journey</p> <p>The Book of Clouds</p> <p>Once Upon a Raindrop</p>	<p>Usborne Look Inside: Roman Town</p> <p>Gut Garden: A Journey into the Wonderful World of your Microbiome (Science: Digestion)</p>		<p>Charging About: The Story of Electricity</p> <p>A Visitors Guide to Ancient Greece</p> <p>The Thrifty Guide to Ancient Greece: A Handbook for Time Travellers</p>	
--	--	--	--	--	--	--

Curriculum Knowledge and Skills: School Horizontal Learning Map

		Drop: An Adventure through the Water Cycle				
Year 5:	<p>Priority Subject History Britain's settlement by Anglo-Saxons (Following on from Y4 <i>The Scottish / Picts invasions once the Romans depart, 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 Art drawing and painting Computing Programming: We are game developers (Developing an interactive game)</p>	<p>Priority Subjects Geography Human and physical geography <i>Carbon Footprint</i></p> <p>Additional Subjects Science Forces 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 (Diverse communities) Respectful relationships (Respecting self and others)</p>	<p>Priority Subject History A local history study <i>Study over Time on Locality</i></p> <p>Additional Subjects 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: Photography / digital skills</p> <p>Isolated Subjects RE God: What does it mean if God is Holy and Loving? PE Gymnastics and Mighty movers</p>	<p>Priority Subject Geography Place knowledge and Geographical skills and fieldwork <i>Cornwall</i></p> <p>Additional Subjects 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</p>	<p>Priority Subject History A non-European society that provides contrasts with British history <i>Mayan Civilization</i></p> <p>Additional Subjects 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>Priority Subject Geography Locational knowledge and Place knowledge <i>North/South America</i></p> <p>Additional Subjects Science Animals, including humans DT: Structures 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>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>(Aware of pioneers in Computer Science)</p> <p>Online safety: We are Year 5 rule writers</p> <p>Isolated Subjects</p> <p>RE What does it mean to be a Muslim in Britain today?</p> <p>PSHE</p> <p>Mental health and keeping well</p> <p>Managing challenges and change</p> <p>PE Boot camp and Invasion games (Maro Itoje)</p> <p>Music Living on a prayer (Rock) (Chuck Berry)</p> <p>MFL (French) Rigalo 2 Unit 1: Salut, Gustave!</p>	<p>PE Dance and Cool core Bollywood dance</p> <p>Music Classroom Jazz (Louis Armstrong, Ella Fitzgerald)</p> <p>MFL (French) Rigalo 2 Unit 2: À l'école</p>	<p>(Anthony Joshua/Prince Naseem)</p> <p>Music Make you feel my love (Adele, Luther Vandross)</p> <p>MFL (French) Rigalo 2 Unit 3: La nourriture</p>	<p>Illness</p> <p>Nutrition and healthy eating</p> <p>PE Gymfit</p> <p>Striking and fielding. (Jofra Archer)</p> <p>Music The Fresh Prince of Bel Air (Will Smith, De La Soul, The Fugees, Run DMC)</p> <p>MFL (French) Rigalo 2 Unit 4: En ville</p>	<p>PE Swimming and Striking and fielding (Chris Jordan)</p> <p>Music Dancing in the street (Martha and the Vandellas, The Four Tops, Marvin Gaye, Stevie Wonder)</p> <p>MFL (French) Rigalo 2 Unit 5: En vacances</p>	<p>PE Swimming and Nimble nets (Naomi Osaka/Williams sisters)</p> <p>Music Reflect rewind and replay (Chuck Berry, MC Hammer, Marvin Gaye)</p> <p>MFL (French) Rigalo 2 Unit 6: Chez moi</p>
Metacognitive Skill Progression	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and ideas: Pose questions</p> <p><i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p> <p><i>Assess and test options to identify the most effective solution and put ideas into action</i></p> <p><u>Evaluation</u></p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information</p> <p><i>Analyse, condense, and combine relevant information from multiple sources.</i></p>	<p><u>Monitoring</u></p> <p>Reflecting on thinking and processes element: think about thinking</p> <p><i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p> <p><u>Evaluation</u></p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Consider alternatives</p> <p><i>Identify situations where current approaches do not work, challenge existing ideas, and</i></p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p> <p><i>Combine ideas in a variety of ways and from a range of sources to create new possibilities</i></p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i>	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>	<u>Monitoring</u> Reflecting on thinking and processes element: reflect on processes <i>Identify and justify the thinking behind choices they have made.</i>	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>	<i>generate alternative solutions.</i> <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>	<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 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			

Curriculum Knowledge and Skills: School Horizontal Learning Map

Quality English Texts	<p>Myths nad legends - Beowulf Michael Morpurgo GR Beowulf Viking Boy Poem – mental health – A Poem to be Spoken Silently</p> <p>News Report</p>	<p>Spooky Short stories – Short by</p>	<p>Selection of Poetry by Charles Causley</p> <p>Persuasive writing</p> <p>Historical / classical literature: The Jungle Book by Rudyard Kupling</p>	Charlotte’s Webb	<p>George’s Secret Key to the Universe The Curse of the Maya (GR)</p> <p>Stories from other cultures. Kensuke’s Kingdom</p> <p>Poetry – Benjamin Zephaniah</p> <p>Biographies – example text Benjamin Zephaniah</p>	<p>Goth girl and the Ghost of a Mouse – Classical Narrative?</p>
Year 6:	<p>Priority Subject History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 World War Two-diversity Jews Holocaust</p> <p>Additional Subjects Science Electricity Art Collage: Blitz skyline silhouettes, exploring art work</p>	<p>Priority Subject Geography Location and Place Knowledge <i>Coasts</i></p> <p>Additional Subjects Science Light DT Technical knowledge: Electrical Systems Computing Creativity: We are travel writers (Using media and mapping to document a trip) (Research a location online using a range of</p>	<p>Priority Subject History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>The changing power of the monarchs</i></p> <p>Additional Subjects Science Evolution and inheritance SMSC British Values PSHE Spending decisions</p>	<p>Priority Subject Geography Human and physical geography <i>Mountains and Rivers</i></p> <p>Additional Subjects Science Living Things and Habitats DT Design and Technical knowledge: Computing to program Computing Computer Networks: We are network technicians (Exploring computer networks including the internet)</p>	<p>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> Racial equality Martin Luther King Women’s rights</p> <p>Additional Subjects Science Animals including humans</p>	<p>Priority Subject Geography Locational knowledge and geographical skills and fieldwork <i>London/Africa</i></p> <p>Additional Subjects Science Animals including humans DT Cooking and Nutrition (short) focus on food from different cultures- Africa Computing Productivity: We are publishers (Creating a</p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

<p>created of the Blitz and Remembrance Day collage</p> <p>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) PE Cool core and Invasion games (Marcus Rashford/Jessie Lingard) Music Happy (Pop: Pharrell Williams, Bobby McFerrin)</p>	<p>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) Rigalo 2 Unit 8: Les vêtements</p>	<p>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 Music A New year Carol (Classical: Urban Gospel) MFL (French) Rigalo 2 Unit 9: Ma journée</p>	<p>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) Rigalo 2 Unit 10: Les transports</p>	<p>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) Rigalo 2 Unit 11: Le sport</p>	<p>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) Rigalo 2 Unit 12: On va faire la fête!</p>
---	---	---	---	---	--

Curriculum Knowledge and Skills: School Horizontal Learning Map

	MFL (French) Rigalo 2 Unit 7: Le week-end					
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> 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>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 of action against given criteria</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>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most</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>Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action</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 of action against given criteria</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 of action against given criteria</i></p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

			<i>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>	<i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</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 Boy by Roald Dahl	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 Non-fiction guided reading: Civil Rights	Cogheart by Peter Bunzel Skellig by David Almond Anatomy: A Cutaway Look Inside the Human Body by Hélène Druvert and Jean-Claude Druvert