

# 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	
<p><b>Recommendations:</b></p> <p>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.</p> <p>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.</p> <p><b>Diversity:</b> 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 <b>orange</b>.</p>	

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:	<b>Priority Subject</b> History Events beyond living	<b>Priority Subject</b>	<b>Priority Subject</b>	<b>Priority Subject</b>	<b>Priority Subject</b>	<b>Priority Subject</b> Geography

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<p>memory that are significant nationally <i>'Fire! Fire!'</i> (<i>The Great Fire of London</i>)</p> <p><b><u>Additional Subjects</u></b> <b>DT</b> Technical knowledge: Structures: Tudor Houses <b>Computing</b> Creativity: We are painters (Illustrating an eBook) Online safety: We are Year 1 rule writers <b>Science</b> Everyday Materials (Discuss famous Scientists and their achievements)</p> <p><b><u>Isolated Subjects</u></b> <b>RE</b> Creation: Who made the world? Harvest <b>PSHE</b> Welcome to school (Different roles in the community) Emergencies and getting help <b>PE Dance</b> and Multi-Skills</p>	<p><b>Geography</b> 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><b><u>Additional Subjects</u></b> <b>Science</b> Everyday Materials and Seasonal Changes (Autumn) <b>Art</b> Drawing and Sketchbooks (Spirals) <b>Computing</b> Productivity: We are celebrating (Creating a card digitally) Online safety: We are kind and thoughtful</p> <p><b><u>Isolated Subjects</u></b> <b>RE</b> What does it mean to belong to a faith community? (Diwali) <b>PSHE</b> People who care for us (Roles different people play)</p>	<p><b>History</b> 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><b><u>Additional Subjects</u></b> <b>Science</b> Seasonal Changes (Winter) <b>Art</b> Surface and Colour (Simple print making) <b>DT Technical</b> Knowledge: Structures /Mechanisms: Castles (drawbridge) <b>Computing</b> Computer Network: We are collectors (Finding images using the web) Online safety: We are responsible internet and device users <b>SMSC</b> British Values (Explore diversity within Britain and U.K)</p>	<p><b>Geography</b> Place Knowledge Geographical skills and fieldwork 'Walking in the Woods' (<i>Woodlands</i>)</p> <p><b><u>Additional Subjects</u></b> <b>Science</b> Plants and Seasonal Changes (Spring) (Beatrix Potter) <b>Computing</b> Communication and Collaboration: We are story tellers (Producing a talking book) Online safety: We are information protectors <b>DT</b> Make: Cooking and Nutrition (a healthy picnic)</p> <p><b><u>Isolated Subjects</u></b> <b>RE</b> Who is Jewish and how do they live? (Part 1) <b>PSHE</b> Jessie and Friends 1 watching videos: managing our time safely whilst online <b>PE</b> Story-time Dance (Oti Mubuse) and Gym-fit Circuits</p>	<p><b>History</b> Events beyond living memory that are significant globally 'All Aboard!' (<i>Trains / transport through time</i>)</p> <p><b><u>Additional Subjects:</u></b> <b>Science</b> Plants and Seasonal Changes (Summer) <b>DT</b> Technical knowledge: Mechanisms (wheels and axles) <b>Computing</b> Programming: We are treasure hunters (Using programmable toys) Online safety: We are good digital citizens</p> <p><b><u>Isolated Subjects</u></b> <b>RE</b> Who is Jewish and how do they live? (Part 2) <b>PSHE</b> We all have feelings Good and not so good feelings <b>PE</b> Throwing and Catching (Daley Thompson – Focus on throwing events) &amp; Cool Core</p>	<p>Human and physical geography <i>'Beside the Seaside'</i> (<i>Oceans, Seas and the Seaside</i>)</p> <p><b><u>Additional Subjects</u></b> <b>Science:</b> Animals, including humans (Chris Packham) (Steve Irwin) <b>Art</b> Working in three dimensions (Playful making) <b>PSHE</b> Our Health Healthy food choices <b>Computing</b> Computational Thinking: We are TV chefs (Filming the steps of a recipe) Research recipes from a range of famous TV chefs)</p> <p>Online Safety: We are responsible gamers <b>Art</b> Painting 2: Tints and Shades (Hokusai and Dame Laura Knight – Cornish Artist) <b><u>Isolated Subjects</u></b></p>
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	<p><b>Music</b> Hey You! (Joanna Mangona, De La Soul, MC Hammer)</p>	<p>Recognise the ways in which we are same and different)</p> <p>Rights, responsibilities and respect</p> <p><b>SMSC</b></p> <p>UNICEF Paddington Bear Postcards (Children from around the World)</p> <p><b>PE</b> Mighty Movers (running) and Gymnastics (Simone Biles)</p> <p><b>Music</b> Rhythm in the way we walk (Jane Sebba, Pharrell Williams)</p>	<p><b>PSHE</b> Healthy Friendships</p> <p>Our bodies and boundaries: NSPCC PANTS</p> <p><u><b>Isolated Subjects</b></u></p> <p><b>RE</b> God: What do Christians believe God is like?</p> <p><b>PE</b> Brilliant Ball Skills and Skip to the Beat</p> <p><b>Music</b> In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)</p>	<p><b>Music</b> Round and Round (Santana, Joanna Mangona, Gamophonedzie))</p>	<p><b>Music</b> Your Imagination (Joanna Mangona)</p>	<p><b>RE</b> How should we care for the world and for others, and why does it matter?</p> <p><b>PE</b> Active Athletics and Fitness Frenzy</p> <p><b>Music</b> Reflect, Rewind and reply (Will Smith, Santana)</p>
<b>Metacognitive Skill Progression</b>	<p><u>Planning</u></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</p>	<p><u>Planning</u></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><u>Planning</u></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</p>	<p><u>Planning</u></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</p>	<p><u>Planning</u></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><u>Planning</u></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</p>

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	<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>
<b>Off Site Enrichment</b>		Local Post Office Visit	Castle Visit	Windmill Woods &	Launceston Railway &	Newquay Aquarium and

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		(Posting letters / postcards / parcels)		Cardinham Woods	New Mills Visit	Beach Trip
<b>Internal Enrichment</b>	Making own houses  Blast from the Past: Samuel Pepys	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	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)
<b>Quality English Texts</b>  No Nonsense Literacy / Babcock Texts	Traditional Tales: The Three Little Pigs Little Red Riding Hood Three Billy's Goats Gruff (Wanted Posters) (Character description)  Knock! Knock! Open The Door!  What I like	Augustus and His Smile  Captain Yellow Beard (Report/Factfile)  This is how we do it (non-fiction) (Diversity Text)	Your Local Area  <a href="#">Oi Frog!</a>  <a href="#">Tell me a dragon</a> (poetry)	Goldilocks and the Three Bears  Dear Baby Bear (Recount letter)  The Woods	The Train Ride (Poetry)  How to raise the sky (instructions) (NF)  Don't Spill the Milk (fiction) (Diversity Text)  Dear Mother Goose (F)	Lighthouse Keeper's Lunch (F)  Could a penguin ride a bike? (NF)  I love bugs! (poetry)

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Literacy Shed G/Reading Texts						
Additional G/R Texts						
Year 2:	<p><b>Priority Subject</b> <b>History</b> Events beyond living memory globally: <i>The Spanish Armada</i></p> <p><b>Additional Subjects</b> <b>Science</b> Animals including humans <b>Art</b> Drawing and Sketchbooks (Explore and draw) <b>Computing</b> Computer Networks: We are researchers (Researching a topic) (Critical and questioning of information online) Online safety: We are Year 2 rule writers</p> <p><b>Isolated Subjects</b> <b>RE</b> Who is Muslim and how do they live? (Part 1) <b>PSHE</b> Respecting uniqueness</p>	<p><b>Priority Subject</b> <b>Geography</b> Place knowledge <i>The Galapagos Islands/Charles Darwin</i></p> <p><b>Additional Subjects</b> <b>Science</b> Uses of everyday materials <b>DT</b> Make: Cooking and nutrition (foods from around the world) <b>Computing</b> We are zoologists (Collecting data) Online safety: We are not online bullies</p> <p><b>Isolated Subjects</b> <b>RE</b> Incarnation: Why does Christmas matter to Christians? (Christmas around the world) <b>PSHE</b> Everyday safety Basic first aid</p>	<p><b>Priority Subject</b> <b>History</b> The lives of significant individuals who have contributed to national and international achievements. <i>Queen Victoria</i> (Rosa Parks)</p> <p><b>Additional Subjects</b> <b>Science</b> Everyday materials <b>DT</b> Make: Textiles (crowns) (crowns in different countries) <b>SMSC</b> British Values (values around the world) <b>PSHE</b> Learning about work Different jobs that people do Horrible hands (Hand hygiene) <b>Computing</b> Communication and Collaboration: We are</p>	<p><b>Priority Subject</b> <b>Geography</b> Human and physical Jungles</p> <p><b>Additional Subjects</b> <b>Science</b> Plants (plants around the world) <b>Art</b> Surface and Colour (Expressive Painting) <b>Computing</b> Computational Thinking: We are game testers (exploring how computer games work) Online safety: We are code masters</p> <p><b>Isolated Subjects</b> <b>RE</b> Salvation: Why does Easter matter to Christians? <b>PSHE</b> Jessie and Friends sharing pictures 2 (Sharing photos online) Jessie and Friends playing games (Online</p>	<p><b>Priority Subject</b> <b>History</b> Changes within living memory <i>The first aeroplane flight (Amelia Earheart)</i></p> <p><b>Additional Subjects</b> <b>Science</b> Plants <b>DT</b> Technical knowledge: Mechanisms (the Wright Brothers) (Beulah Louise Henry (1887-1973)) <b>Computing</b> Programming (range of game designers) Online safety: We are online behaviour experts</p> <p><b>Isolated Subjects</b> <b>RE</b> Gospel: What is the good news Jesus brings? <b>PSHE</b></p>	<p><b>Priority Subject</b> <b>Geography</b> Geographical skills and fieldwork <i>Seaside towns</i></p> <p><b>Additional Subjects</b> <b>Science</b> Living things and their habitats (habitats of animals around the world how do they need to adapt- can also link to humans) <b>Art</b> Working in three dimensions (Stick Transformation Project) <b>Computing</b>: Creativity: We are photographers (taking better photos) Online safety: We are game raters</p> <p><b>Isolated Subjects</b> <b>RE</b> Curriculum Kernewek Unit 1.8:</p>

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



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<p><i>written texts in print or digital forms</i></p> <p><b><u>Monitoring</u></b> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i></p> <p><b><u>Evaluation</u></b> 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><b><u>Monitoring</u></b> 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><b><u>Evaluation</u></b> 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><b><u>Monitoring</u></b> 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><b><u>Evaluation</u></b> 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><b><u>Monitoring</u></b> 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><b><u>Evaluation</u></b> 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><b><u>Monitoring</u></b> 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><b><u>Evaluation</u></b> 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><b><u>Monitoring</u></b> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i></p> <p><b><u>Evaluation</u></b> 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>
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						<i>when presented with information.</i>
<b>Off Site Enrichment</b>			Morwellham Quay	Garden Centre - Plants		Seaside Trip
<b>Internal Enrichment</b>	Enrichment day – The Spanish Armada Wild Tribe Blast from the Past: Sir Francis Drake	Enrichment Day	Day in the life of a Victorian School Child	Wild Tribe Enrichment Day	Enrichment day – Planes	Enrichment Day
<b>Quality English Text</b>	<p><b>Fiction:</b> Little Red Riding Hood</p> <p><b>Non-fiction:</b> Report writing- animals (linked to guided reading text)</p> <p><b>Guided Reading:</b> Meerkat Mail</p>	<p><b>Fiction:</b> Warning – Where the Wild Things Are</p> <p><b>Non-fiction:</b> Instructions (linked to DT)</p> <p><b>Poetry:</b> Traditional Poems (Traditional poems in other cultures)</p> <p><b>Guided Reading:</b> Rainbow Fish</p>	<p><b>Fiction:</b> The Papaya that spoke</p> <p><b>Non-fiction:</b> Recount – Diary entry as a Victorian child</p> <p><b>Guided Reading:</b> The day the crayons quit</p>	<p><b>Fiction:</b> Defeating the Monster – Kassim and the Greedy Pirate's Treasure.</p> <p><b>Non-fiction:</b> Persuasion – Come and Buy a Talking Plant</p> <p><b>Guided Reading:</b> The Koala who could. The day the crayons came home</p> <p><b>Non-fiction:</b> Oceans and The rainforest tree</p>	<p><b>Fiction:</b> Losing/finding - Cat, Bramble and Heron</p> <p><b>Non-fiction:</b> Persuasive Discussion – Should Cat, Bramble and Heron Hire a Monster?</p> <p><b>Guided Reading:</b> After the fall: How humpty got back up again.</p>	<p><b>Fiction:</b> Finding – The Magic Shell</p> <p><b>Poetry:</b> Humorous poems.</p> <p><b>Guided Reading:</b> The Bear and the Piano</p>
<b>Year 3:</b>	<b>Priority Subject History: Norman invasion</b> – Exploring the local history of Launceston, with a	<b>Priority Subject Geography:</b> Locational Knowledge, Cartography Skills, Physical elements	<b>Priority Subject History</b> The achievements of early civilizations <i>Ancient Egypt</i>	<b>Priority Subject Geography</b> Physical geography <i>Earthquakes and Volcanoes: comparisons made</i>	<b>Priority Subject History</b> Changes in Britain from the Stone Age to the Iron Age.	<b>Priority Subject Geography</b> Locational Knowledge <i>Rainforests: how a diverse range of native communities</i>

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<p>focus on the Castle and making connections to the conquering of Great Britain in 1066.</p> <p><b>Additional Subjects</b>  <b>Science</b> Forces and magnets  <b>Art</b> Drawing and Sketchbooks (Gestural drawing with charcoal)  <b>Computing</b> Communication and Collaboration: We are communicators (collecting and analysing data)  Online Safety: We are Year 3 rule writers</p> <p><b>Isolated Subjects</b>  <b>RE</b> Creation/Fall: What do Christians learn from the creation story?  <b>PSHE</b> World of work (Broad range of different jobs/careers people can have) (Stereotypes)  Spending and saving money.  <b>PE</b> Dance and Hockey</p>	<p>(Climate) and its influence on a human process (agriculture) of the UK and South America</p> <p><b>Additional Subjects</b>  <b>Science</b> Forces and magnets  <b>Computing</b> Computational Thinking: We are bug fixers (Finding and correcting bugs in programs)  Online safety: We are digital friends  <b>MFL (French)</b> Rigalo 1 Unit 2: En Classe  <b>DT</b> Technical knowledge: Mechanical Systems.</p> <p><b>Isolated Subjects</b>  <b>RE</b> How do festivals and family life show what matters to Jewish people?  <b>PSHE</b> Road safety  Individual and collective strengths (Recognise individuality)</p>	<p><b>Additional Subjects</b>  <b>Science</b> Light  <b>DT</b> Structures  <b>Computing</b> Programming: We are programmers (Programming an animation)  (Range of pioneers in Computer Science)  Online safety: We are internet detectives  <b>SMSC</b> British Values  <b>PSHE</b> Physical activity  Everyday Drugs</p> <p><b>Isolated Subjects</b>  <b>RE</b> People of God: What is it like to follow God?  <b>PE</b> Gymnastics (Simone Biles) and Skip to the beat  <b>Music</b> Three little birds (Bob Marley, Ziggy Marley, Toots and the Maytals, Amy Winehouse)  <b>MFL (French)</b> Rigalo 1 Unit 3: Mon Corps</p>	<p>between High- and Low-income countries (Christchurch, New Zealand vs Haiti, Island of Hispaniola)</p> <p><b>Additional Subjects</b>  <b>Science</b> Rocks: (Comparisons around the World)  <b>Art</b> Surface and Colour (Working with Shape and Colour:  <b>Computing</b> 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><b>Isolated Subjects</b>  <b>RE</b> How do festivals and worship show what matters to a Muslim?  <b>PSHE</b> Turn off let's play (the Internet and everyday life)  Everyday feelings.</p>	<p>(Diverse range of cultures, communities, cultivation, traditions, immigration (Celts; Greeks; Romans), technology (stone; bronze; copper; Iron).  <b>Links will be made to modern societies across the World.</b></p> <p><b>Additional Subjects</b>  <b>Science</b> Animals, including humans: Structural and behavioural adaptations, similarities and differences across the World.  <b>Art</b> Working in three dimensions (Telling Stories through Drawing and Making)  <b>Computing</b> Creativity: We are presenters (Videoing performance)  (Presenting a diverse range of topics and interest)  Online safety: We are netiquette experts</p> <p><b>Isolated Subjects</b></p>	<p>within these environments are becoming leaders in re-generating the devastating loss of the World's Rainforest, caused largely by the 'western' countries.</p> <p><b>Additional Subjects</b>  <b>Science</b> Plants: (Diverse range of plants cross the World. How plants are used or relied upon by the different cultures of the world.)  <b>DT</b> Cooking and Nutrition. (Focus on traditional foods in Malaysia; Morocco; Mexico)  <b>Computing</b> 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><b>Isolated Subjects</b>  <b>RE</b> How and why do religious and non-</p>
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# Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p><b>Music</b> Let your Spirits fly (Joanna Mangona, Marvin Gaye, Barry White)</p> <p>Instrument: Violin</p> <p><b>MFL (French)</b> Rigalo 1</p> <p>Unit 1: Bonjour</p>	<p>(Diversity within the community)</p> <p><b>PE</b> Dance (African dance) and Mighty movers</p> <p><b>Music</b> Glockenspiel stage 1</p>		<p><b>PE</b> Outdoor and adventurous (highlight Bolivian/Peruvian mountain communities) and Ball skills</p> <p><b>Music</b> The dragon song (Music from around the world)</p> <p><b>MFL (French)</b> Rigalo 1</p> <p>Unit 4: Les Animaux</p>	<p><b>RE</b> Gospel: What kind of world did Jesus want?</p> <p>(Links made between other religions, cultures and communities across the World)</p> <p><b>PSHE</b></p> <p>Expressing feelings</p> <p>(Strategies to respond to conflicting feelings)</p> <p>Wellbeing</p> <p><b>PE</b> Gym fit circuits and Swimming</p> <p><b>Music</b> Bringing us together (Nile Rogers, Chaka Khan, Sister Sledge, Rose Royce)</p> <p><b>MFL (French)</b> Rigalo 1</p> <p>Unit 5: Ma Famille</p>	<p>religious people try to make the world a better place?</p> <p>Christian Aid; Muslim Charity Aid; NGO's (WWF; The Red Cross).</p> <p><b>PSHE</b></p> <p>Sun safety</p> <p><b>PE</b> Active athletes and Swimming.</p> <p>(Famous athletes across the World)</p> <p><b>Music</b> Reflect rewind and replay (Marvin Gaye, Ziggy Marley, Sister Sledge)</p> <p><b>MFL (French)</b> Rigalo 1</p> <p>Unit 6: Bon anniversaire</p>
<b>Metacognitive Skill Progression</b>	<p><u>Planning</u></p> <p>Identify and clarify information and ideas</p> <p><i>identify main ideas and select and clarify information from a range of source.</i></p> <p>Organise and process information</p> <p><i>collect, compare, and categorise facts and</i></p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and idea: Pose questions</p> <p><i>pose questions to expand their knowledge about the world.</i></p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and idea: Identify and clarify information and ideas</p> <p><i>identify main ideas and select and clarify information from a range of source.</i></p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and idea: Pose questions</p> <p><i>pose questions to expand their knowledge about the world.</i></p> <p>Generating ideas, possibilities and actions</p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and idea: Identify and clarify information and ideas.</p> <p><i>identify main ideas and select and clarify information from a range of source.</i></p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and idea: Pose questions</p> <p><i>pose questions to expand their knowledge about the world.</i></p>

# Curriculum Knowledge and Skills: School Horizontal Learning Map

<p><i>opinions found in a wide range of source.</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> Apply logic and reasoning. <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</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>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>Organise and process information <i>collect, compare, and categorise facts and 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</i></p>	<p>element:_Consider alternatives <i>explore situations using creative thinking 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</i></p>	<p>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>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>Monitoring</u> Reflecting on thinking and processes element</p> <p><u>Evaluation</u></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>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</p>
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## Curriculum Knowledge and Skills: School Horizontal Learning Map

			<i>and thinking strategies for outcomes.</i>	<i>choosing a course of action or drawing a conclusion.</i>	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>	<i>transfer and apply information in one setting to enrich another.</i>  <u>Evaluation</u> 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>
<b>Off Site Enrichment</b>	Launceston Town Trail with a focus on the museum and castle	Mapping skills			Minions Swimming lessons	Newquay Zoo Whole school seaside trip
<b>Internal Enrichment</b>	Textiles/weaving	Fairtrade food Making own robots  Instrument lessons	DT structure: Egyptian day Send letter to British museum Blast from the Past: Egyptians		Virtual tour French cave paintings  Making clay pottery	Chartwells and cooking Own school garden Growing and Planting seeds Plant sale
<b>Quality English texts</b>	Diary recount/Significant poet/Adventure and mystery stories	Fiction Voyage and return stories  Newspaper reports.	Myths and Legends /Instruction Texts Poetry  Myth	Non Fiction Biography/Poetry/ Narrative  Narrative: The beasties	Fiction Stories in familiar settings/Non fiction/Explanation/performance poetry	Non chronological report/ poetry/ Letter writing (with humour)Poetry

# Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>Adventure and mystery stories: Katie in London; Outcome Adventure story/guide of Launceston 'Katie in Launceston'</p> <p>Recount: Diary writing A Norman diary/diary of George Fox</p> <p>Poetry Local Poetry Charles Causley</p> <p>Guided Reading 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>Classic poetry: There was an old woman who swallowed a fly, the sea, scarecrow</p> <p>Voyage and return: Jack and the dream sack.</p> <p>Newspaper writing: Goldilocks and the three bears</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>Babcock Myth Atlas: Egyptian myths and legends from Myth Atlas.</p> <p>Instruction How to catch a troll story by Pie Corbet. Babcock: Grow your own lettuce</p> <p>Poetry Babcock Paint me a poem</p> <p>Guided Reading Sheep pig Dick king smith Class Novel: Fantastic Mr Fox</p>	<p>Non-fiction: Biography: Babcock: Fantastically Great women who changed the world</p> <p>Poetry The lost words</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>Explanation writing: Until I met Dudley</p> <p>Performance poetry Persuasive/Discussion Poems to perform Julia Donaldson</p> <p>Fiction stories in familiar settings: The stone age boy</p> <p>Non-fiction: 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>Letter writing with humour: Ask Dr K fisher</p> <p>Non chronological report/ intriguing animals: Looking at a diverse range of the most endangered species in the world.</p> <p>Poetry: A river 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	<b><u>Priority Subject</u></b>	<b><u>Priority Subjects</u></b> <b>Geography</b>	<b><u>Priority Subject</u></b>	<b><u>Priority Subject</u></b> <b>Geography</b> <i>Locational Knowledge:</i>	<b><u>Priority Subject</u></b> <b>History</b> Ancient Greece <i>A study of Greek life</i>	<b><u>Priority Subject</u></b> <b>Geography</b> Place Knowledge and Human

# Curriculum Knowledge and Skills: School Horizontal Learning Map

<p><b>History</b> 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><b>Additional Subjects</b> <b>Science</b> Sound <b>DT</b> Design and technical knowledge: Computer aided design and programming <b>Computing</b> Creativity: We are Musicians (Producing digital music) Online safety: We are Year 4 rule writers</p> <p><b>Isolated Subjects</b> <b>RE</b> What do Hindus believe God is like? <b>PSHE</b> What makes a good friend? Respecting others (Compassion towards others, similarities and differences) <b>PE</b> Handball and Gymnastics <b>Music</b></p>	<p>Human and Physical Geography and Geographical Skills: <i>The Water Cycle / Rivers (also Ice: Arctic / Antarctica link)</i></p> <p><b>Additional Subjects</b> <b>Science</b> States of Matter <b>Art</b> Drawing and Sketchbooks (Storytelling through drawing) <b>Computing</b> Productivity: We are meteorologists (Presenting the weather) Online safety: We are standing up to peer pressure</p> <p><b>Isolated Subjects</b> <b>RE</b> Incarnation/God: What is the Trinity? Christmas <b>PSHE</b> Resolving conflict and managing negative pressure (Different types of friends) Everyday safety and basic first aid</p>	<p><b>History</b> The Roman Empire and its impact on Britain</p> <p><b>Additional Subjects</b> <b>Science</b> Animals, including humans <b>DT</b> Cooking and Nutrition <b>Computing</b> 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 <b>SMSC</b> British Values First Aid <b>PSHE</b> Money choices Volunteering and citizenship (Compassion towards others, different contributions that people and groups can make, personal strengths and achievements)</p>	<p><i>Where in the World? Europe (including the Mediterranean – Italy and Greece)</i></p> <p><b>Additional Subjects</b> <b>Science</b> Living and their habitats <b>Art</b> Surface and Colour (Exploring Pattern) <b>Computing</b> Computer Network: We are HTML Editors (Editing and writing HTML) Online safety: We are online risk managers</p> <p><b>Isolated Subjects</b> <b>RE</b> Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter <b>PSHE</b> The environment <b>PE</b> Gymfit circuits and Swimming <b>Music</b> Lean on me (Soul/Gospel music: Bill Withers, Mary Mary, ACM Gospel Choir) <b>MFL (French)</b> Rigalo 1 Unit 10: Où vas-tu?</p>	<p><i>and achievements and their influence on the western world</i></p> <p><b>Additional Subjects</b> <b>Science</b> Electricity <b>Art</b> Working in Three Dimensions (The art of display) <b>Computing</b> Online safety: We are respectful of digital rights and responsibilities (Aware of a range of pioneers in Computer Science)</p> <p><b>Isolated Subjects</b> <b>RE</b> Kingdom of God: When Jesus left, what was the impact of Pentecost? <b>PSHE</b> Play, like, share 1 – Alfie (Safely enjoying the online world) Play, like, share 2 – Magnus (Keeping personal information safe and private online)</p> <p><b>PE</b> Nimble nets (Jo Wilfrid Tsonga and</p>	<p>and physical geography <i>Types of settlement</i></p> <p><b>Additional Subjects</b> <b>Science</b> Electricity <b>DT</b> Technical knowledge: electrical systems <b>Computing</b> 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><b>Isolated Subjects</b> <b>RE</b> Curriculum Kernewek Unit L2.11: How and why do people in Cornwall mark significant events in community life? <b>PSHE</b> Play, like, share 3 – fans (Understanding that not everyone is</p>
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# Curriculum Knowledge and Skills: School Horizontal Learning Map

	Violin / Cello <b>MFL (French)</b> Rigalo 1 Unit 7: Encore!	<b>PE</b> Swimming Dance (Water Cycle / Rivers link) (Anthony Joshua) <b>Music</b> Violin / Cello <b>MFL (French)</b> Rigalo 1 Unit 8: Quelle heure est-il?	<b>Isolated Subjects:</b> <b>RE</b> What does it mean to be a Hindu in Britain today? <b>PE</b> Gymnastics (Simone Biles) and Swimming (Videos of BAME athletes) <b>Music</b> Stop (Bhangra, Hip Hop and Boss Nova) <b>MFL (French)</b> Rigalo 1 Unit 9: Les fêtes		Naomi Osaka) and Cool core <b>Music</b> Blackbird (The Beatles/Pop) <b>MFL (French)</b> Rigalo 1 Unit 11: On mange!	who they say they are online) Managing feelings <b>PE</b> 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.) <b>Music</b> Reflect rewind and replay <b>MFL (French)</b> Rigalo 1 Unit 12: Le cirque
<b>Metacognitive Skill Progression</b>	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i>  Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and</i>	<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>  Inquiring – identifying, exploring and organising information and ideas: Organise and process information	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i>  Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and</i>	<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>  <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>	<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>  <i>Explore situations using creative thinking strategies to propose a range of alternatives.</i>  <u>Evaluation</u> Analysing, synthesising and evaluating	<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>  Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and</i>

## Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p><i>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><i>Experiment with a range of options when seeking solutions and putting ideas into action</i></p>	<p><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 <i>Explain and justify ideas and outcomes.</i></p>	<p><i>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>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>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>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 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>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>
<b>Off Site Enrichment s</b>		River / Beach Trip (with Year 6) Local River Fieldwork	Truro Museum Visit (Egyptians, Romans and Ancient Greeks – with Year 3)	Paignton Zoo Eden Project (Mediterranean Biome)		
<b>Internal Enrichment</b>	Roman Workshop Visit Roman Artefact Loan Box (Truro Museum) Virtual Workshop – British Museum (Romans)	SW Water Workshop Water Aid Speaker  STEM visit			British Museum – Virtual workshop (Ancient Greeks)	

# Curriculum Knowledge and Skills: School Horizontal Learning Map

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

## 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 &amp; PSHE)</p> <p>I am a Roman Soldier</p> <p>The Romans in Britain</p>	<p>Non Fiction: 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>Usborne Look Inside: Roman Town</p> <p>Gut Garden: A Journey into the Wonderful World of your Microbiome (Science: Digestion)</p>		<p>(Science: Electricity)</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>	
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# Curriculum Knowledge and Skills: School Horizontal Learning Map

		Once Upon a Raindrop  Drop: An Adventure through the Water Cycle				
Year 5:	<p><b>Priority Subject</b> <b>History</b> 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><b>Additional Subjects</b> <b>Science</b> Forces <b>Art</b> Drawing and Sketchbooks (Typography and maps) <b>Computing</b> Programming: We are game developers</p>	<p><b>Priority Subjects</b> <b>Geography</b> Human and physical geography <i>Carbon Footprint</i></p> <p><b>Additional Subjects</b> <b>Science</b> Forces <b>Computing/Art</b> <b>Creativity:</b> We are Artists (Fusing geometry and art) Online safety: We are responsible for our online actions (Escher, Bridget Riley, traditional Islamic artists) <b>DT</b> Mechanical systems</p> <p><b>Isolated Subjects</b> <b>RE</b> Incarnation: Was Jesus the Messiah? Christmas <b>PSHE</b> (Diverse communities)</p>	<p><b>Priority Subject</b> <b>History</b> A local history study <i>Study over Time on Locality</i></p> <p><b>Additional Subjects</b> <b>Science</b> Properties and changes of materials <b>Computing</b> Computational Thinking: We are cryptographers (Cracking codes) Online safety: We are content evaluators <b>SMSC</b> British Values <b>PSHE</b> Online content <b>Art:</b> Surface and Colour (mixed media landscapes)</p> <p><b>Isolated Subjects</b></p>	<p><b>Priority Subject</b> <b>Geography</b> Place knowledge and Geographical skills and fieldwork <i>Cornwall</i></p> <p><b>Additional Subjects</b> <b>Science</b> Living things and their habitats (female scientist Jane Goodall) <b>DT</b> Cooking and Nutrition <b>Computing</b> Communication and collaboration: We are bloggers (Sharing experiences and opinions) Online safety: We are protecting our online reputation</p> <p><b>Isolated Subjects</b></p>	<p><b>Priority Subject</b> <b>History</b> A non-European society that provides contrasts with British history <i>Mayan Civilization</i></p> <p><b>Additional Subjects</b> <b>Science</b> Earth and space <b>Art</b> Working in three dimensions (Architecture: dream big or small?) <b>Computing</b> Computer Network: We are web developers (Creating a website about online safety) Online safety: We are respectful of copyright</p> <p><b>Isolated Subjects</b> <b>RE</b> Gospel: What would Jesus do? <b>PSHE</b></p>	<p><b>Priority Subject</b> <b>Geography</b> Locational knowledge and Place knowledge <i>North/South America</i></p> <p><b>Additional Subjects</b> <b>Science</b> Animals, including humans <b>DT:</b> Structures <b>Computing</b> Productivity: We are architects (Creating a virtual space) Online safety: We are game changers</p> <p><b>Isolated Subjects</b> <b>RE</b> Why do some people believe in God and some people not? <b>PSHE</b> Puberty 1 - bodies and reproduction (Respecting self and others)</p>

# Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>(Developing an interactive game) (Aware of pioneers in Computer Science) Online safety: We are Year 5 rule writers</p> <p><b>Isolated Subjects</b> <b>RE</b> What does it mean to be a Muslim in Britain today? <b>PSHE</b> Mental health and keeping well Managing challenges and change</p> <p><b>PE</b> Boot camp and Invasion games (Maro Itoje) <b>Music</b> Living on a prayer (Rock) (Chuck Berry) <b>MFL (French)</b> Rigalo 2 Unit 1: Salut, Gustave!</p>	<p>Respectful relationships (Respecting self and others)</p> <p><b>PE</b> Dance and Cool core Bollywood dance <b>Music</b> Classroom Jazz (Louis Armstrong, Ella Fitzgerald) <b>MFL (French)</b> Rigalo 2 Unit 2: À l'école</p>	<p><b>RE</b> God: What does it mean if God is Holy and Loving? <b>PE</b> Gymnastics and Mighty movers (Anthony Joshua/Prince Naseem) <b>Music</b> Make you feel my love (Adele, Luther Vandross) <b>MFL (French)</b> Rigalo 2 Unit 3: La nourriture</p>	<p><b>RE</b> Why is the Torah so important to Jewish people? <b>PSHE</b> Illness Nutrition and healthy eating</p> <p><b>PE</b> Gymfit Striking and fielding. (Jofra Archer) <b>Music</b> The Fresh Prince of Bel Air (Will Smith, De La Soul, The Fugees, Run DMC) <b>MFL (French)</b> Rigalo 2 Unit 4: En ville</p>	<p>Exploring risk (in everyday situations) <b>PE</b> Swimming and Striking and fielding (Chris Jordan) <b>Music</b> Dancing in the street (Martha and the Vandellas, The Four Tops, Marvin Gaye, Stevie Wonder) <b>MFL (French)</b> Rigalo 2 Unit 5: En vacances</p>	<p>Puberty 2 – changes (Respecting self and others)</p> <p><b>PE</b> Swimming and Nimble nets (Naomi Osaka/Williams sisters) <b>Music</b> Reflect rewind and replay (Chuck Berry, MC Hammer, Marvin Gaye) <b>MFL (French)</b> Rigalo 2 Unit 6: Chez moi</p>
<b>Metacognitive Skill Progression</b>	<p><b>Planning</b> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover</i></p>	<p><b>Planning</b> 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><b>Planning</b> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant</i></p>	<p><b>Monitoring</b> 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><b>Planning</b> Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge</i></p>	<p><b>Planning</b> 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</i></p>

## Curriculum Knowledge and Skills: School Horizontal Learning Map

	<i>causes and consequences.</i>  Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i>	<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>	<i>information from multiple sources.</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>	<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>	<i>existing ideas, and 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>	<i>to create new possibilities</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>
<b>Off site Enrichments</b>		Bodmin Recycle Centre	Launceston field work			Residential Widemouth Beach
<b>Internal Enrichment</b>	The Vikings enrichment day	Careers Fair	Les Kennedy visit/walk			



# Curriculum Knowledge and Skills: School Horizontal Learning Map

<b>Quality English Texts</b>	<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><b>Priority Subject</b> <b>History</b> 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><b>Additional Subjects</b> <b>Science</b> Electricity <b>Art</b> Drawing and Sketchbooks (2D drawing to 3D making)</p>	<p><b>Priority Subject</b> <b>Geography</b> Location and Place Knowledge <i>Coasts</i></p> <p><b>Additional Subjects</b> <b>Science</b> <b>Electricity</b> <b>DT</b> Technical knowledge: Electrical Systems <b>Computing</b> Creativity: We are travel writers (Using media and mapping to document a trip) (Research a location online using a range of</p>	<p><b>Priority Subject</b> <b>History</b> 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><b>Additional Subjects</b> <b>Science</b> Evolution and inheritance <b>SMSC</b> British Values <b>PSHE</b> Spending decisions</p>	<p><b>Priority Subject</b> <b>Geography</b> Human and physical geography <i>Mountains and Rivers</i></p> <p><b>Additional Subjects</b> <b>Science</b> Living Things and Habitats <b>DT</b> Design and Technical knowledge: Computing to program <b>Computing</b> Computer Networks: We are network technicians (Exploring computer networks including the internet)</p>	<p><b>Priority Subject</b> <b>History</b> 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><b>Additional Subjects</b> <b>Science</b> Light</p>	<p><b>Priority Subject</b> <b>Geography</b> Locational knowledge and geographical skills and fieldwork <i>London/Africa</i></p> <p><b>Additional Subjects</b> <b>Science</b> Animals including humans <b>DT</b> Cooking and Nutrition (short) focus on food from different cultures- Africa <b>Computing</b> Productivity: We are publishers (Creating a</p>

# Curriculum Knowledge and Skills: School Horizontal Learning Map

<p><b>Computing</b> 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><b>Isolated Subjects</b> <b>RE</b> Why do Hindus want to be good? <b>PSHE</b> Different types of families (Different types of relationships) Healthy/harmful relationships (Diverse community and stereotypes) <b>PE</b> Cool core and Invasion games (Marcus Rashford/Jessie Lingard) <b>Music</b> Happy (Pop: (Pharrell Williams, Bobby McFerrin) <b>MFL (French)</b> Rigalo 2 Unit 7: Le week-end</p>	<p>resources appropriately) Online safety: We will not share inappropriate images</p> <p><b>Isolated Subjects</b> <b>RE</b> Why do Hindus want to be good? <b>PSHE</b> Keeping your body safe 1 Keeping your body safe 2 <b>PE</b> Dance (diversity Hindu dance) and Mighty movers (Muay Thai focus) <b>Music</b> Christmas production songs <b>MFL (French)</b> Rigalo 2 Unit 8: Les vêtements</p>	<p>Gambling (Exploring risk in relation to gambling) <b>Art</b> Surface and Colour (Exploring identity) <b>Computing</b> Computational Thinking: We are computational thinkers (Mastering algorithms for searching, sorting and mathematics) Online safety: We are safe social networkers</p> <p><b>Isolated Subjects</b> <b>RE</b> Creation/Fall: Creation and Science – Conflict or Complimentary? <b>PE</b> Gymnastics (Chinese gymnastic team) and Outdoor and adventurous <b>Music</b> A New year Carol (Classical: Urban Gospel) <b>MFL (French)</b> Rigalo 2 Unit 9: Ma journée</p>	<p>Online Safety: We are respectful of others</p> <p><b>Isolated Subjects</b> <b>RE</b> Salvation: What did Jesus do to save Human Beings? Easter <b>PSHE</b> Share Aware 1 – Alex (Online friendships and keeping safe) Share Aware 2 – Lucy (Skills for using the Internet safely)</p> <p><b>PE</b> Gym fit circuits and Step to the beat (Oti Mabuse) <b>Music</b> You've got a friend (The Drifters) <b>MFL (French)</b> Rigalo 2 Unit 10: Les transports</p>	<p><b>Art</b> Working in three dimensions (Shadow puppets) <b>Computing</b> Creativity: We are advertisers (Creating a short television advert) Online safety: We are online safety problem solvers</p> <p><b>Isolated Subjects</b> <b>RE</b> Kingdom of God: What kind of King is Jesus? <b>PSHE</b> Social media Feelings and common anxieties when changing schools <b>PE</b> Striking and fielding and Nimble nets (Jofra Archer) <b>Music</b> Ballad <b>MFL (French)</b> Rigalo 2 Unit 11: Le sport</p>	<p>yearbook or a magazine) Online safety: We are safe gaming experts</p> <p><b>Isolated Subjects</b> <b>RE</b> Curriculum Kernewek Unit U2.12: Does faith help people in Cornwall when life gets hard? <b>PSHE</b> Changing schools (Changes from primary to secondary school) <b>PE</b> Young Olympian (diversity: para olympics) and Fitness frenzy <b>Music</b> Reflect rewind and replay (Pop: Jackson 5) <b>MFL (French)</b> Rigalo 2 Unit 12: On va faire la fête!</p>
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# Curriculum Knowledge and Skills: School Horizontal Learning Map

<b>Metacognitive Skill Progression</b>	<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>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>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>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>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>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>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>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>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>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>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>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: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</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 effective solution and put ideas into action</i></p>	<p>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 and Skills: School Horizontal Learning Map

			<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>	actions when designing a course of action		
<b>Off Site Enrichment</b>	Davidstow War Museum			Brown willy – link to Mountains topic		London Beach trip
<b>Internal Enrichment</b>	Blast from the Past: Winston Churchill	Careers Fair	‘Monarchs’ day		‘Through the decades’ enrichment day	
<b>Quality English Text</b>	<b>Diary of Anne Frank</b>  My Secret War Diary by Marcia Williams  Holes by Louis Sachar	The Deserted House poem by Mary Coleridge  Cloudbursting – <b>Malorie Blackman</b>  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  <b>Non-fiction guided reading: inspirational modern women</b>	Hurricane Gold by Charlie Higson  The Railway Children by E Nesbit  Lionboy by Zizou Corder  <b>Non-fiction guided reading: Civil Rights</b>	Cogheart by Peter Bunzel  Skellig by David Almond  Anatomy: A Cutaway Look Inside the Human Body by <b>Hélène Druvert</b> and <b>Jean-Claude Druvert</b>