

Curriculum Knowledge and Skills: School Horizontal Learning Map

At Windmill Hill Academy, we are 'Inspiring passionate, lifelong learners who strive to make a positive contribution to their community and the world around them.'

Windmill Hill Academy

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 group	Year 1					
History	Lives of significant individuals in the past: <i>Who is the greatest history maker?</i> (including a focus on: Guy Fawkes)		Events beyond living memory that are significant nationally or globally: <i>How do we know so much about what happened in the Great Fire of London?</i>		Changes within living memory: <i>How do our toys and games compare to those of the children in the 1960s?</i>	
Geography		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>What is the geography of my locality like?</i>		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>How does the weather affect our lives?</i>		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>Why do we love being beside the seaside so much?</i>

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Science	Animals including humans	Seasonal Changes (Autumn and winter)	Everyday materials	Plants	Plants Seasonal Changes (Spring and Summer)	Everyday materials
Computing	Computing systems and networks: <i>Technology around us</i>	Creating media: <i>Digital painting</i>	Programming A: <i>Moving a robot</i>	Data and Information: <i>Grouping data</i>	Creating media: <i>Digital writing</i>	Programming B: <i>Programming animations</i>
RE	<u>Unit 7</u> Who do Christians say made the world? (Creation)	<u>Unit 11</u> What does it mean to belong to a faith community? (Thematic)	<u>Unit 10</u> What do Christians believe God is like? (God)	<u>Unit 9</u> Who is Jewish and how do they live? (Judaism)	<u>Unit 12</u> How should we care for the world and for others, and why does it matter? (Thematic)	<u>Unit 13</u> What is the good news Christians believe Jesus brings? (Gospel)
PE	Dance Games 1	KS1 Fundamentals Gym Basic skills	KS1 Football Gym Stretching and curling	Games 2 Outdoor Adventurous Activities (OAA) KS1	Cricket Net and Wall KS1	Striking and fielding (Rounders/Cricket) Athletics
Art		Drawing and Sketchbooks: <i>Spirals</i>	Surface and Colour: <i>Simple print making</i>			Working in three dimensions: <i>Playful making</i>
DT	Structures: <i>Freestanding structures</i>			Food: <i>Preparing fruit and vegetables</i>	Mechanisms: <i>Wheels and Axles</i>	
Music	Hey You!	Rhythm in the way we walk	In the Groove Sing Up: Who stole my chickens and my hens?	Round and Round Sing Up: Football	<i>Specialist Music Teaching (Mrs Sharpe):</i> Boom wackers Sing up: As I walk down the street	Reflect, Rewind and reply Sing Up: Come dance with me
PSHE	Me and my relationships: <i>Feelings</i>	Valuing difference:	Keeping safe:	Rights and Respect: <i>Taking care of things:</i>	Being my Best: <i>Growth Mindset</i>	Growing and Changing:

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	<p><i>Getting help</i> <i>Classroom rules</i> <i>Special people</i> <i>Being a good friend</i></p>	<p><i>Recognising, valuing and celebrating difference</i> <i>Developing respect and accepting others</i> <i>Bullying and getting help</i></p>	<p><i>How our feelings can keep us safe – including online safety</i> <i>Safe and unsafe touches</i> <i>Medicine Safety</i> <i>Sleep</i></p>	<p><i>Myself</i> <i>My money</i> <i>My environment</i></p>	<p><i>Healthy eating</i> <i>Hygiene and health</i> <i>Cooperation</i></p>	<p><i>Getting help</i> <i>Becoming independent</i> <i>My body parts</i> <i>Taking care of self and others</i></p>
<p><i>Literacy</i> <i>Tree Units</i></p>	<p>Drawing Club:</p> <p>The Gruffalo</p> <p>Not Now Bernard</p> <p>Room on the Broom</p> <p>The Three Little Pigs</p> <p>Where the wild things are</p> <p>Superworm</p> <p>Key Focus:</p> <p>Capital letters Full Stops Finger spaces</p> <p>(the conjunction 'and'- only if the</p>	<p>Curious Quests:</p> <p>WK1: Immersion and introduction to Curious Quests</p> <p>Dogger</p> <p>Princess Smartypants</p> <p>Dear Mother Goose</p> <p>Alan's Big, Scary Teeth</p>	<p>Beegu 10 sessions, 2 weeks</p> <p>Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports</p> <p>Leo and the octopus 15 sessions, 3 weeks</p> <p>Fact File This is me! Posters, letters of advice, factual descriptions, logbooks, scripts</p> <p>I want my hat back 15 sessions 3 weeks</p> <p>Story sequels Questions, speech bubbles, letters, lists</p>	<p>Dinosaurs and all that rubbish 10 sessions 2 weeks</p> <p>Pamphlets Letters, setting descriptions, instructions, narrative retellings, posters</p> <p>The sea saw 15 sessions 3 weeks</p> <p>Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks</p>	<p>Lost and found 15 sessions, 3 weeks</p> <p>Own version narratives 'losing and finding' Character descriptions, retellings, advice, instructions, non-chronological reports</p> <p>Pig the pug 15 sessions 3 weeks</p> <p>How to guides Character comparisons, fact sheets, shared poetry, own version narratives</p>	<p>Iggy peck, Architect 10 sessions, 2 weeks</p> <p>Fact files Labels, captions, character comparisons, thought and speech bubbles</p> <p>The Magic Bed 15 sessions 3 weeks</p> <p>Own version fantasy stories Setting descriptions, additional scenes, description of magical pieces of furniture, lists</p>

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	children are ready for it)		Billy and the beast 15 sessions, 3 weeks Own version 'defeat a monster' narrative Wanted posters, summaries, emails, character descriptions, recipes			
<i>Quality English Text</i>						
<i>Trips and Enrichments</i>	Year A (2025): Paignton Zoo Year B (2024): Plymouth Aquarium Making own houses		Blast from the Past: Samuel Pepys	Year A: Eden project (2025) Year B: Lanhydrock/ Lost Gardens of Heligan/Pentillie Castle Food workshop with Aspens: Preparing fruit/vegetables for Smoothies	Education for Sustainability Centre (x3 visits)	Beach Trip RNLI Visit
<i>Metacognitive Skill Progression</i>	<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>	<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>	<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>	<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>	<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>	<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>

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<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>
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Year group	Year 2					
History	Events beyond living memory that are significant nationally or globally: <i>Why were the animals of World War 1 so important?</i>		Significant historical events, people and places in their own locality: <i>Why is the history of my locality important?</i>		The lives of significant individuals in the past who have contributed to national and international achievements: <i>What does it take to be a great explorer?</i> (focus: Amy Johnson and Neil Armstrong)	
Geography		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>Why does it matter where our food comes from?</i>		Locational Knowledge and Geographical skills: <i>How can we get people to join us in tackling global warming?</i>		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>Where in the world is St Lucia and how does it compare with where I live?</i>
Science	Animals including humans	Uses of everyday materials	Everyday materials	Plants	Plants	Living things and their habitats
Computing	Computing systems and networks: <i>Information around us</i>	Creating media: <i>Digital photography</i>	Programming A: <i>Robot algorithms</i>	Data and Information: <i>Pictograms</i>	Creating media: <i>Digital music</i>	Programming B: <i>Programming quizzes</i>
RE	<u>Unit 15</u> Who is a Muslim and how do they live? (Part 1) (Islam)	<u>Unit 8</u> Why does Christmas matter to Christians? (Incarnation)	<u>Unit 17</u> Who is a Muslim and how do they live? (Part 2) (Islam)	<u>Unit 16</u> Why does Easter matter to Christians? (Salvation)	<u>Unit 14</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 18</u> What makes some places special to believers? (Thematic)

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PE	Games 3 Gym: Travelling, jumping and landing	Dance: Animals KS1 Football	Games 4 Gym: Directions and Pathways	Basketball Swimming Net and Wall	Net and Wall Athletics 2 Swimming	Cricket Outdoor Adventurous Activities (OAA)
Art	Drawing and Sketchbooks: <i>Explore and draw</i>			Surface and Colour: <i>Expressive Painting</i>		Working in three dimensions: <i>Stick Transformation Project</i>
DT		Food: <i>Preparing fruit and vegetables</i>	Textiles: <i>Templates and joining techniques</i>		Mechanisms: <i>Sliders and Levers</i>	
Music	Hands, hearts and feet	Ho Ho Ho	<i>Specialist Music Teaching (Mrs Sharpe):</i> Drumming	Zoo Time	Friendship song	Reflect, Rewind and reply
PSHE	Me and my relationships: <i>Bullying and teasing</i> <i>Our school rules about bullying</i> <i>Being a good friend</i> <i>Feelings/self-regulation</i>	Valuing difference: <i>Being kind and helping others</i> <i>Celebrating difference</i> <i>People who help us</i> <i>Listening Skills</i>	Keeping safe: <i>Safe and unsafe secrets</i> <i>Appropriate touch</i> <i>Medicine safety</i>	Rights and Respect: <i>Cooperation</i> <i>Self-regulation</i> <i>Online safety</i> <i>Looking after money – saving and spending</i>	Being my Best: <i>Growth Mindset</i> <i>Looking after my body</i> <i>Hygiene and health</i> <i>Exercise and sleep</i>	Growing and Changing: <i>Life cycles</i> <i>Dealing with loss</i> <i>Being supportive</i> <i>Growing and changing</i> <i>Privacy</i>
<i>Literacy Tree Units</i>	Grandad's Camper Whole school write insetead Journey Outcomes: Labels, memories poems, interviews, photo album captions, 'Wish you were here' postcards	Ocean meets Sky Outcomes: Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue Main Outcome: Extended fantasy narrative.	The Bear and the Piano Outcomes: Letters of advice, short news-reports, writing in role, retellings, information poster Main outcome: Own version narrative about bravery.	Tadpoles promise Outcomes: Danger posters, setting descriptions, character descriptions, information reports, postcards Outcomes: Letters, interviews, lists, instructions	The Dragon Machine Outcomes: Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role	Jim and the Beanstalk Outcomes: Narrative re-telling (including dialogue), thought bubbles, informal letters Main outcome: Sequel story

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	<p>Main outcome: Sequel narrative</p> <p>We are Water Protectors</p> <p>Outcomes: List poems, non-chronological reports (animals), chronological reports (life-cycles), character description, protest signs.</p> <p>Main outcome: Environmental campaign</p>	<p>The Great Fire of London</p> <p>Outcomes: Persuasive poster, waning posters (instructional writing), speech bubbles, letter of advice, certificates</p> <p>Main outcome: Information booklet</p>	<p>Rosie, Revere, Engineer (Move to next half term)</p> <p>Outcomes: Short explanations, writing in role, reports, adverts</p> <p>Main outcome: Leaflet for a local landmark</p>	<p>The owl and the Pussycat or Dear Earth (to link in with our geog)</p> <p>Main outcome: Rhyming poem</p> <p>The Minpins (Goldilocks or Tadpols promise)</p> <p>Main outcome: Own version adventure narrative</p>	<p>Main outcome: Own version dragon story</p> <p>If All the World Were</p> <p>Outcomes: Writing in role, optional diary, letter of advice, short explanation</p> <p>Main outcome: Non-narrative read-aloud poem</p>	<p>Wolves</p> <p>Outcomes: Captions, information writing, character descriptions and comparisons</p> <p>Main outcome: Non-chronological leaflet</p>
<i>Quality English Texts</i>	<p>Journey</p> <p>Class Novel</p>	<p>The magic and mystery of trees</p> <p>Class Novel</p>	<p>Theres an rang tan in my room</p> <p>The spider and the fly</p> <p>Class reading text: Magic finger and Georges marvellous medicine</p>	<p>Eric</p> <p>Too small tola</p> <p>Beneath my feet</p> <p>Class Novel: Charlottes web</p>	<p>After the fall</p> <p>Fanatical about frogs</p>	<p>THE MAGIC FINGER BY RD</p> <p>RABBIT AND BEAR</p>
<i>Trips and Enrichments</i>	<p>Year A (2023): Paignton Zoo</p> <p>Year B (2024): Plymouth Aquarium</p>	<p>Visit from Persimmon Homes: Materials</p>	<p>Morwellham Quay</p> <p>Day in the life of a Victorian School Child</p>	<p>Year A: Eden project</p> <p>Year B: Lanhydrock/ Lost Gardens of Heligan/Pentillie Castle</p>	<p>Enrichment day – Planes</p>	<p>Beach Trip</p> <p>RNLI Visit</p>

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	Enrichment day – The Spanish Armada Wild Tribe Blast from the Past: Sir Francis Drake	Food workshop with Aspens: Local food/preparing fruit/vegetables		Garden Centre – Plants Wild Tribe Enrichment Day		
Metacognitive Skill Progression	<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> 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>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>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition)</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>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</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>Seek solutions and put ideas into action. <i>experiment with a range of options when seeking solutions and</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 sources.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect</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>Seek solutions and put ideas into action</p>

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	<p><u>Evaluation</u> Apply logic and reasoning. <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i></p>	<p><i>reflect on, explain and check the processes used to come to conclusions.</i></p> <p><u>Evaluation</u> Evaluate procedures and outcomes. <i>explain and justify ideas and outcomes.</i></p>	<p><i>expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: Reflect on processes <i>identify pertinent information in an investigation and separate into smaller parts or ideas.</i></p> <p><u>Evaluation</u> Apply logic and reasoning. <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i></p>	<p><i>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>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. <i>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i></p>	<p><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> Apply logic and reasoning <i>identify and apply appropriate reasoning and thinking strategies for outcomes.</i></p>
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						Evaluate procedures and outcomes <i>explain and justify ideas and outcomes.</i>
Year group	Year 3					
History	A local history study: <i>Why were castles so important to the Normans?</i>		Changes in Britain: Stone Age to the Iron Age: <i>How did the lives of the ancient Britons change during the stone age?</i>		Changes in Britain: Stone Age to the Iron Age: <i>How do artefacts help us to understand the lives of people in Iron Age Britain?</i>	
Geography		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>Geography: How and why is my local area changing?</i>		Locational Knowledge and Physical Geography: <i>Why do some earthquakes cause more destruction than others?</i>		Locational Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>Why are jungles so wet and deserts so dry?</i>
Science	Forces and magnets	Forces and magnets	Light and Sound	Rocks	Animals, including humans	Plants

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Computing	Computing systems and networks: <i>Connecting computers</i>	Creating media: <i>Stop-frame animation</i>	Programming A: <i>Sequencing sounds</i>	Data and Information: <i>Branching databases</i>	Creating media: <i>Desktop publishing</i>	Programming B: <i>Events and actions in programs</i>
RE	Unit 19 What is it like for someone to follow God? (People of God)	Unit 25 What kind of world did Jesus want? (Gospel)	Unit 21 _____ How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 _____ How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creation story? (Creation/Fall)	Unit 24 _____ How and why do people try to make the world a better place? (Thematic)
PE	Dance Hockey	Gym Flight Netball	Football Handball Swimming	Outdoor Adventurous Activities (OAA) Fitness and circuits	Cricket	Athletics Tennis
Art	Art Drawing and Sketchbooks: <i>Gestural drawing with charcoal</i>			Surface and Colour: <i>Working with Shape and Colour</i>	Working in three dimensions: <i>Telling Stories through Drawing and Making</i>	
DT		Mechanical Systems: <i>Pneumatics</i>	Structures: <i>Shell Structures</i>			Mechanical systems: <i>Levers and linkages</i>
Music	<i>Specialist music teaching (Mrs Sharpe):</i> Violins	Singing	Three Little Birds	Writing music down (Composition)	<i>Specialist music teaching (Mrs Sharpe):</i> Samba	<i>Specialist music teaching (Mrs Sharpe):</i> Violins
PSHE	Me and my relationships: <i>Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss</i>	Valuing difference: <i>Recognising and respecting diversity Being respectful and tolerant My community</i>	Keeping safe: <i>Managing risk Decision-making skills Drugs and their risks Staying safe online</i>	Rights and Respect: <i>Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</i>	Being my Best: <i>Keeping myself healthy and well Celebrating and developing my skills Developing empathy</i>	Growing and Changing: <i>Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets</i>
MFL (French)	Rigalo 1 Unit 1: Bonjour	Rigalo 1 Unit 2: En Classe	Rigalo 1 Unit 3: Mon Corps	Rigalo 1 Unit 4: Les Animaux	Rigalo 1 Unit 5: Ma Famille	Rigalo 1 Unit 6: Bon anniversaire

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<p>Literacy Tree Units</p>	<p><u>Flotsam:</u> Outcomes Postcards, setting descriptions, non-chronological reports, message in a bottle letters Main: Sequel (mystery narrative)</p> <p><u>The tear thief</u> Outcomes: Shared poem, persuasive poster, discussion Main Outcome: Letter of explanation</p> <p><u>Jim cautionary tale</u> Warning poster, warning announcement, alternative ending, performance poetry, letter of apology Narrative poem</p> <p><u>Guided Reading</u> I am the seed that grew the tree</p> <p>Comprehension</p> <p><u>Class Novel:</u> Roald Dahl: The giraffe Pelly and Me</p>	<p><u>Tear thief</u> continued Outcomes: Shared poem, persuasive poster, discussion Main Outcome: Letter of explanation</p> <p><u>Tin forest</u> Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions Persuasive information poster</p> <p><u>The last garden</u> Own version extended narrative Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue</p> <p><u>Guided Reading:</u> Grimwood, Arthur and the golden rope</p> <p><u>Class Novel:</u> The white fox</p> <p>Bills new frock</p>	<p><u>The first drawing by Mordicai Gerstein</u> Character description, diary entry, recount. Own historical narrative</p> <p><u>The pied piper of Hamelin</u> Writing in role, information reports, adverts, formal letters. Own version myth/legend</p> <p><u>Guided Reading</u> Pied piper of hamlin robert browning The lost species</p> <p><u>Class Novel:</u> Fantastic Mr Fox The lost spells (poetry) RRSA Thinking Stories</p>	<p><u>Cloud tea monkey</u> Descriptive passage, writing in role, 'how to' guide (instructions), letter, discussion Non-chronological report</p> <p><u>Small in the city</u> Setting descriptions, poems, diary entries, dialogue, letters of advice, lost posters Extended narrative from an alternative point of view</p> <p><u>Guided Reading</u> Earth shattering events The pebble in my pocket</p> <p><u>Class Novel</u> Africa, Amazing Africa Unicef/Oxfam/RRSA resources</p>	<p><u>How to live forever</u> Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning. Prequel <u>Cinderella of the Nile</u> Short news report, diary entry, character description, advert Own version traditional tale</p> <p><u>Guided Reading</u> Stone henge Stone age boy Cave boy Book of Bones, 10 record breaking <u>Class Novel:</u> The BFG</p>	<p><u>The day I swapped my dad for two goldfish</u> Thought bubble, missing scene, diary entry Own version narrative <u>Our tower</u> Poems, setting descriptions, diary entries, dialogue, letters of thanks Extended fantasy narrative</p> <p><u>Guided Reading/Novel</u> Letter writing with humour: Ask Dr K fisher Intreging animals: Looking at a diverse range of the most endangered species in the world. Poetry: A river</p>
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	I am the seed that grew the tree	The firework makers daughter		I am the seed that grew the tree Poetry		<p>Guided Reading: The great kapok tree. Ovaid charity Buddy the orangutan and the rainforest</p> <p>Novel: The BFG An Anthology of Intriguing Animals by Ben Hoare A river by Marc Martin: A journey</p>
<i>Quality English Texts</i>						
<i>Trips and Enrichments</i>	Launceston Castle Beach trip National Museum online session	Mapping skills/town trail St Marys Church visit Wildtribe making woodland creature	Enrichment day	Minions/tor visit Enrichment day	Enrichment day Animal visit	Eden
<i>Metacognitive Skill Progression</i>	<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</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><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><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</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><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>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p><i>collect, compare, and categorise facts and 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>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

			<p><i>and thinking strategies for outcomes.</i></p>	<p><i>choosing a course of action or drawing a conclusion.</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>transfer and apply information in one setting to enrich another.</i></p> <p><u>Evaluation</u> 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>
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Curriculum Knowledge and Skills: School Horizontal Learning Map

Year group	Year 4					
History	The Roman Empire and its impact on Britain: <i>How did the arrival of the Romans change Britain?</i>		The achievements of the earliest civilizations: <i>What happened to the boy behind the golden mask? (Ancient Egypt)</i>		Britain's settlement by Anglo Saxons and Scots: <i>Who were the Anglo-Saxons and how do we know what was important to them?</i>	
Geography		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>What is the most valuable thing in the world and who owns it? (Water)</i>		Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: <i>How can we live more sustainably?</i>		Locational Knowledge, Human Geography, Geographical skills and fieldwork: Geography: <i>Why do so many people live in mega-cities? (Settlements)</i>
Science	Sound	States of Matter	Animals, including humans	Living things and their habitats	Electricity	Electricity
Computing	Computing systems and networks: <i>The internet</i>	Creating media: <i>Audio production</i>	Programming A: <i>Repetition in shapes</i>	Data and Information: <i>Data logging</i>	Creating media: <i>Photo editing</i>	Programming B: <i>Repetition in games</i>
RE	Unit 27 _____ What do Hindus believe God is	Unit 20 What is the Trinity and why is it important for	Unit 29 _____ What does it mean to be a Hindu in	Unit 28 Why do Christians call the day that Jesus died	Unit 26 For Christians, when Jesus left;	Unit 30 _____ How and why do people mark the

Curriculum Knowledge and Skills: School Horizontal Learning Map

	like? (Hindus)	Christians? (Incarnation/God)	Britain today? (Hindus)	'Good Friday'? (Salvation)	what was the impact of Pentecost? (Kingdom of God)	significant events of life? (Thematic)
PE	Handball Gymnastics: Symmetry and Asymmetry	Dance Basketball	Swimming Hockey	Football Outdoor Adventurous Activities (OAA)	Cricket Athletics	Tennis Fitness and Circuit
Art		Drawing and Sketchbooks: <i>Storytelling through drawing</i>		Surface and Colour: <i>Exploring Pattern</i>	Working in Three Dimensions: <i>The art of display</i>	
DT	Textiles: <i>2D shape to 3D product</i>		Food: <i>Healthy and Varied Diet</i>			Electrical Systems: <i>Circuits and Switches</i>
Music	<i>Specialist music teaching (Mrs Sharpe):</i> Strings (Violins and Cellos)	Singing	Stop	Lean on Me	Blackbird	Reflect rewind and replay
PSHE	Me and my relationships: <i>Healthy relationships Listening to feelings Bullying Assertive skills</i>	Valuing difference: <i>Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</i>	Keeping safe: <i>Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</i>	Rights and Respect: <i>Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</i>	Being my Best: <i>Having choices and making decisions about my health Taking care of my environment My skills and interests</i>	Growing and Changing: <i>Body changes during puberty Managing difficult feelings Relationships including marriage</i>
MFL (French)	Rigalo 1 Unit 7: Encore!	Rigalo 1 Unit 8: Quelle heure est-il?	Rigalo 1 Unit 9: Les fêtes	Rigalo 1 Unit 10: Où vas-tu?	Rigalo 1 Unit 11: On mange!	Rigalo 1 Unit 12: Le cirque
<i>Literacy Tree Units</i>	Escape from Pompeii (Literacy Tree Writing Roots and VIPERS) - 3+ Weeks (Newspaper Reports / Setting descriptions, diaries,	Shackleton's Journey (Literacy Tree Writing Roots and VIPERS) - 3 Weeks (Newspaper Reports / Packing list	The Story of Tutankhamun (Literacy Tree Writing Roots) - 3 Weeks (Tutankhamun Biographies / Reports, instructions, character	Varmints (Literacy Tree Writing Roots and VIPERS) - 3+ Weeks (Explanations / Descriptive comparisons,	The Iron Man (Literacy Tree Writing Roots and VIPERS) - 3 Weeks (Mystery Narratives / Character descriptions, short news reports,	Weslandia (Literacy Tree Writing Roots) - 3 Weeks (Non-Chronological Reports / Retellings, character

Curriculum Knowledge and Skills: School Horizontal Learning Map

<p>letters, thought bubbles)</p> <p>Poetry: The Sound Collector</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>I was there ... Boudicca's Army</p> <p>The Time Travelling Cat and the Roman Eagle</p> <p>Usborne Official: Roman Soldier's Handbook</p> <p>The Roman Record (Newspaper article) A Visitor's Guide to Ancient Rome</p> <p>The Thrifty Guide to Ancient Rome: A</p>	<p>justifications, formal and informal letters, interviews and diaries)</p> <p>Winter's Child (Literacy Tree Writing Roots and VIPERS) - 3 Weeks (Fantasy Story sequels / postcards, dialogue, setting descriptions as letters, retellings)</p> <p>Sky Gazing (Literacy Tree Reading Leaves) - 3 Weeks</p> <p>Ice Trap!</p> <p>Race to the Frozen North: The Thomas Henson Story (VIPERS) (Diversity Text)</p> <p>Class Novel: Ice Monster by David Walliams</p> <p>Cross-curricular:</p>	<p>descriptions, diaries, newspapers, posters)</p> <p>Jabberwocky (Literacy Tree Writing Roots) - 2 Weeks (Nonsense Poems / Performance poetry, explanatory descriptions)</p> <p>The Humans: Ancient Civilisations (Literacy Tree Reading Leaves) - 3 Weeks</p> <p>Secrets of a Sun King (VIPERS)</p> <p>Mary and the Riddle of the Sphinx</p> <p>The Heart Scarab / The Crocodile Curse (The Nile Series by Saviour Pirotta)</p> <p>Cross-curricular:</p> <p>Gut Garden: A Journey into the Wonderful World of your Microbiome (Science: Digestion)</p>	<p>retellings, setting descriptions, poetry)</p> <p>The Wild Robot (VIPERS / Literacy Tree Reading Leaves) - 3 Weeks</p> <p>Poems from a Green Planet (Literacy Tree Reading Leaves) - 3 Weeks</p> <p>Class Novel: James and the Giant Peach (VIPERS)</p>	<p>letters of advice, menus using descriptive devices, poetry)</p> <p>Until I Met Dudley: How Everyday Things Really Work (Literacy Tree Writing Roots) - 2 Weeks (Formal and Informal Explanation texts / Letters, short explanatory paragraphs)</p> <p>Anglo-Saxon Boy (VIPERS)</p> <p>Winter of the Wolves: The Anglo-Saxon Age is Dawning</p> <p>Class Novel: Leonora Bolt: Secret Inventor (VIPERS)</p> <p>Cross-Curricular:</p> <p>Cool Circuits and Wicked Wires (Science: Electricity)</p> <p>Charging About: The Story of Electricity</p>	<p>descriptions, book reviews)</p> <p>Mermaid of Zennor (Literacy Tree Writing Roots) - 3 Weeks (Own Version Legends / Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue)</p> <p>The Return to Zennor / In the Footprints of Giants (Cornish Legends series by Lilac Rosenwyn)</p> <p>Welcome to our World (Diversity Text)</p>
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Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p>Handbook for Time Travellers</p> <p>Usborne Look Inside: Roman Town</p> <p>A Question of History Series: Did Romans really eat flamingos? (Babcock)</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>The Book of Clouds</p> <p>Once Upon a Raindrop</p> <p>Drop: An Adventure through the Water Cycle</p> <p>Rhythm of the Rain</p>				
<i>Quality English Texts</i>						
<i>Trips and Enrichment</i>	<p>'Blast from the Past' Roman Enrichment Day</p> <p>Roman Artefact Loan Box (Truro Museum)</p> <p>British Museum Virtual Workshop (Romans)</p>	<p>SW Water Workshop</p> <p>Water Aid Speaker</p> <p>Planet and People Workshop</p>	<p>Royal Cornwall Museum Visit (Egyptian Workshop)</p> <p>Swimming</p>	<p>Education for Sustainability Centre (x3 visits)</p> <p>'Farm and Country' Royal Cornwall Showground Visit</p>	<p>Wild Wood / Living History (Anglo-Saxon Experience Day)</p> <p>Launceston Castle</p>	<p>KS2 Beach Trip</p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

			British Museum Virtual Workshop (Ancient Egypt) Food workshop with Aspens: Healthy/Varied diet		'Rattle Box Theatre' Anglo-Saxon Enrichment Day	
<i>Metacognitive Skill Progression</i>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources.</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify main ideas and select and clarify information from a range of sources.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to expand their knowledge about the world</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i></p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes</p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on, explain and check the processes used to come to conclusions.</i></p> <p>Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Transfer and apply information in one</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><i>Explore situations using creative thinking strategies to propose a range of alternatives.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Collect, compare, and categorise facts and opinions found in a wide range of sources.</i></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Expand on known ideas to create new and imaginative combinations.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element:</p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<p><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>procedures element: evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>	<p><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>setting to enrich another.</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>evaluate procedures and outcomes <i>Explain and justify ideas and outcomes.</i></p>
Year group	Year 5					
History	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: <i>What did the Vikings want and how did Alfred prevent them getting it?</i></p>		<p>Local History Study: <i>Why is the history of Launceston also the 'History of England'?</i></p>		<p>A non-European society that provides contrasts with British history: <i>Why did the Ancient Maya change the way they lived?</i></p>	
Geography		<p>Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: Geography:</p>		<p>Locational Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: Geography: <i>Who are Britain's National Parks for?</i></p>		<p>Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork: Geography: <i>Why is Fairtrade fair?</i></p>

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		<i>How is climate change affecting the world?</i>				
Science	Forces	Forces	Properties and changes of materials	Living things and their habitats	Earth and Space	Animals, including humans
Computing	Computing systems and networks: <i>Systems and searching</i>	Creating media: <i>Video production</i>	Programming A: <i>Selection in physical computing</i>	Data and Information: <i>Flat-file databases</i>	Creating media: <i>Introduction to vector graphics</i>	Programming B: <i>Selection in quizzes</i>
RE	Unit 32 _____ What does it mean to be a Muslim in Britain today? (Islam)	Unit 38 _____ Why do Christians believe that Jesus was the Messiah? (Incarnation)	Unit 31 _____ What does it mean if Christians believe God is Holy and loving? (God)	Unit 33 _____ Why is the Torah so important to Jewish people? (Judaism)	Unit 37 _____ Christians and how to live: what would Jesus do? (Gospel)	Unit 36 _____ What matters most to Humanists and Christians? (Thematic)
PE	Netball Dance	Gymnastics: counter balance Swimming	Handball Hockey	Outdoor Adventurous Activities (OAA) Tag Rugby	Tennis Cricket	Fitness and Circuits Athletics
Art	Drawing and Sketchbooks: <i>Typography and maps</i>		Surface and Colour: <i>mixed media landscapes</i>		Working in three dimensions: <i>Architecture: dream big or small?</i>	
DT		Mechanical systems: <i>CAMs</i>		Textiles: <i>Combining different fabric shapes</i>		Food: <i>Celebrating culture and seasonality</i>
Music	Living on a Prayer	Classroom Jazz	Make you feel my love	<i>Specialist Music Teaching (Mrs Sharpe):</i> Violins	Dancing in the Street	Reflect rewind and replay
PSHE	Me and my relationships: <i>Feelings Friendship skills, including compromise Assertive skills Cooperation</i>	Valuing difference: <i>Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</i>	Keeping safe: <i>Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol)</i>	Rights and Respect: <i>Rights, respect and duties relating to my health Making a difference</i>	Being my Best: <i>Growing independence and taking ownership Keeping myself healthy Media awareness and safety</i>	Growing and Changing: <i>Managing difficult feelings Managing change</i>

Curriculum Knowledge and Skills: School Horizontal Learning Map

	<i>Recognising emotional needs</i>		<i>Decision-making skills</i>	<i>Decisions about lending, borrowing and spending</i>	<i>My community</i>	<i>How my feelings help keeping safe Getting help</i>
MFL (French)	Rigalo 2 Unit 1: Salut, Gustave!	Rigalo 2 Unit 2: À l'école	Rigalo 2 Unit 3: La nourriture	Rigalo 2 Unit 4: En ville	Rigalo 2 Unit 5: En vacances	Rigalo 2 Unit 6: Chez moi
Literacy Tree Units	<p>The Man Who Walked Between the Towers</p> <p>Outcomes:</p> <p>Information writing (Wikipedia page), letters of advice (formal), writing in role, interviews, persuasive speeches</p> <p>Main Outcome:</p> <p>Biography / autobiography</p>	<p>Kaspar</p> <p>Outcomes:</p> <p>Character descriptions, reports, letters, advertising leaflet, balanced report</p> <p>Main Outcome:</p> <p>Newspaper article</p> <p>Length:</p> <p>15 sessions, 3 weeks</p>	<p>Otto, The autobiography of the Teddy Bear</p> <p>Outcomes:</p> <p>character description, missing scenes, newspaper article</p> <p>Main Outcome:</p> <p>Own version historical narrative</p> <p>Length:</p> <p>10 session, 2 weeks</p> <p>Firebird</p> <p>Outcomes:</p> <p>Formal letters, retellings, character descriptions</p> <p>Main Outcome:</p> <p>Fairy Tale</p> <p>Length:</p> <p>10 sessions 2 weeks</p>	<p>Hidden Figures</p> <p>Outcomes:</p> <p>Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces</p> <p>Main Outcome:</p> <p>Memoir for one of the women</p> <p>Length:</p> <p>15+ sessions, 3 + weeks</p>	<p>The Lost Happy Endings</p> <p>Outcomes:</p> <p>Poetry, descriptive narrative paragraph, newspaper report, an extended response to a text</p> <p>Main Outcome:</p> <p>Prequel- alternative perspective</p> <p>The story of a Mars Rover</p> <p>Length:</p> <p>15 sessions, 3 weeks</p> <p>Curiosity</p> <p>Outcomes:</p> <p>Proposal to NASA, information labels, short</p>	<p>Sleeper and the Spindle</p> <p>Outcomes:</p> <p>Warning poster, diary entry, dialogue, estate agent's description, character description, missing narrative</p> <p>Main Outcome:</p> <p>Fairytales reworking (prequel or sequel)</p> <p>Length:</p> <p>17 sessions, 3+ weeks</p>

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					<p>explanation, NASA log of Mars landing, news report</p> <p>Main Outcome:</p> <p>Expanded explanation for a new rover</p> <p>Length:</p> <p>15 sessions, 3 weeks</p>	
<i>Quality English Texts</i>						
<i>Trips and Enrichments</i>	Beach trip	Cornwall energy recovery centre (CERC)	Launceston field work		Residential to Porthpean	Food workshop with Aspens: Celebrating culture and seasonality
<i>Metacognitive Skill Progression</i>	<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</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Seek solutions and put ideas into action <i>Assess and test options to identify the most effective solution and put ideas into action</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <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> Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing ideas, and</i></p>	<p><u>Planning</u> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>Combine ideas in a variety of ways and from a range of sources</i></p>

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	<p><i>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>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>Monitoring</u> Reflecting on thinking and processes element: reflect on processes <i>Identify and justify the thinking behind choices they have made.</i></p>	<p>Analysing, synthesising and evaluating reasoning and procedure element: evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.</i></p>	<p><i>generate alternative solutions.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p>	<p><i>to create new possibilities</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i></p>
Year group	Year 6					
History	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: <i>Why was winning the Battle of Britain so important?</i></p>		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: <i>Who were Elizabeth's Sea Dogs and why did they make Phillip so angry?</i></p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world: <i>The story of the Trojan war- historical fact, legend or myth?</i></p>	
Geography		<p>Locational Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork:</p>		<p>Locational Knowledge, Place Knowledge, Physical Geography, Human Geography, Geographical skills and fieldwork:</p>		<p>Locational Knowledge, Geographical skills and fieldwork: <i>What’s so special about London?</i></p>

Curriculum Knowledge and Skills: School Horizontal Learning Map

		<i>Why are mountains so important?</i>		<i>Why does Sylvia have the largest collection of plastic bath ducks in the world?</i>		
Science	Electricity	Electricity	Evolution and inheritance	Living things and their habitats	Light and Sound	Animals, including humans
Computing	Computing systems and networks: <i>Communication and collaboration</i>	Creating media: <i>Webpage creation</i>	Programming A: <i>Variable in games</i>	Data and Information: <i>Introduction to spreadsheets</i>	Creating media: <i>3D modelling</i>	Programming B: <i>Sensing movement</i>
RE	Unit 39 _____ Why do Hindus want to be good? (Hindus)	Unit 35 _____ How can following God bring freedom and justice? (People of God)	Unit 34 _____ Creation and science, conflicting or complimentary? (Creation/Fall)	Unit 40 _____ What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God)	Unit 42 _____ Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)
PE	Football Dance	Netball Gymnastics: Partner sequences	Boxercise Handball	Tag Rugby Outdoor Adventurous Activities (OAA)	Cricket Tennis	Athletics Fitness and Circuits
Art	Drawing and Sketchbooks: <i>2D drawing to 3D making</i>		Surface and Colour: <i>Exploring identity</i>		Working in three dimensions: <i>Shadow puppets</i>	
DT		Electrical systems: <i>More complex switches and circuits</i>		DT Structures: <i>Frame structures</i>		Food: <i>Combining different fabric shapes</i>
Music	Singing: WW2 songs	Singing: Christmas production songs	How does music improve our world?	You've got a Friend	Ballads	<i>Specialist Music Teaching (Mrs Sharpe):</i> Samba and drumming (performance for Leavers' assembly)

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PSHE	Me and my relationships: <i>Assertiveness Cooperation Safe/unsafe touches Positive relationships</i>	Valuing difference: <i>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</i>	Keeping safe: <i>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</i>	Rights and Respect: <i>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</i>	Being my Best: <i>Aspirations and goal setting Managing risk Looking after my mental health</i>	Growing and Changing: <i>Coping with changes Keeping safe Body Image Sex education Self-esteem</i>
MFL (French)	Rigalo 2 Unit 7: Le week-end	Rigalo 2 Unit 8: Les vêtements	Rigalo 2 Unit 9: Ma journée	Rigalo 2 Unit 10: Les transports	Rigalo 2 Unit 11: Le sport	Rigalo 2 Unit 12: On va faire la fête!
<i>Literacy Tree Units</i>	Princess Diaries 3 weeks Outcomes: Retellings, diary entries, informal letters, descriptions, persuasive adverts, formal speeches Main Outcome: Own version fairytale Anne Frank 2 weeks + Outcomes: Letters, short descriptions, extended diary entries, obituary, optional opinion piece Main Outcome: Newspaper article	The Lost Bear 3weeks Outcomes: Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report Main Outcome: Newspaper article Romeo and Juliet 3 weeks Outcomes: Diaries, letters, narratives, dialogue, setting descriptions, character descriptions, oral debate Main Outcome: Playscript	Wind in the wall 3 weeks Outcomes: Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue Main Outcome: Extended Gothic narrative Windrush Child 3 weeks Outcomes: Thought bubble, informal letter, poem, diary entry, advice Main Outcome:	Templeton Twins 3 weeks Outcomes: Character analysis, opposing diary entries, informal letter, own chapter Main Outcome: Adventure narrative Suffragette – Battle for Equality 2 weeks Outcomes: Formal letters, diary entries, balanced arguments, speeches, short news report Main Outcome: Persuasive campaign	The Boy in the Tower 3 weeks Outcomes: Warning posters, packing lists, journalistic writing, formal letters, non-chronological reports, narrative retellings Main Outcome: narrative The Three Little Pig Project 2 weeks Outcomes: News report, persuasive speeches, narrative from a particular point of	Some Places more than others 3 weeks Outcomes: Letters, diaries, information leaflets, instructions Main Outcome: Poetry The Arrival 3 weeks Outcomes: letters, character descriptions, diaries, short playscripts, guides

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			Persuasive pitch to the local council		view, interview scripts, diaries, debate Main outcome: Discussion	Main Outcome: <i>Extended own version narrative</i>
Quality English Texts	My Secret War Diary by Marcia Williams Holes by Louis Sachar Carrie's War by Nina Bowden	Cloudbursting by Malorie Blackman The Borrowers by Mary Norton	Fireweed by Jill Paton Walsh	David Copperfield Non-fiction guided reading: inspirational modern women	The Railway Children by E Nesbit Lionboy by Zizou Corder Non-fiction guided reading: Civil Rights	Cogheart by Peter Bunzel Skellig by David Almond
Trips and Enrichments	Blast from the Past: Winston Churchill Education for Sustainability Centre (x3 visits)	Swimming	Trerice Elizabethan Manor House			London Residential Beach trip
Metacognitive Skill Progression	<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</i>	<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>	<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</i>	<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>	<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</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>

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<p><i>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>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><i>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 effective solution and put ideas into action</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: 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 <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i></p>	<p><i>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>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>
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