



Curriculum Overview
St Mary's Catholic Primary School
24-25

#makeadifferencetogether

We aim to:

Educate Protect Love Serve

Our Vision Statement: With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be. At St Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.

In all our school we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

Curriculum intent

St Mary's curriculum is:

- Rooted in our Gospel values and virtues with the child at the very centre of everything we do.
- Based on our four key areas for learning through experiences, values, relationships and lifelong skills which permeates through everything we do.
- Focused on experiences, building positive relationships, demonstrating learnt values and embracing a learning culture.
- Focused on the child and their unique starting point and ensuring that they experience an exciting, inclusive, broad and balanced curriculum; one that unlocks their potential.
- A vehicle to develop the whole child as an individual; an advocate of their school; a member of their parish and community; a resident of the British Isles and a global citizen.
- Adapted to build on prior knowledge, skills and concepts to ensure every child has an opportunity to build knowledge and skills over time.

Golden thread and theme- learning locally, nationally and globally through experiences, relationships, values and learning, to develop their understanding for being an agent for change.

<p>Nursery and Reception (EYFS) Cultural Capital: Values and Virtues: Texts:</p>	<p>1st Police and firefighter visit Courage, Forgiveness and Health Owl babies, Once there were giants, The colour monster, The rainbow fish, Funny bones, series of books, Kippers birthday, Mae’s first day at school</p>	<p>2nd Trip to the woods to discover autumn Peace Christmas Story/Nativity, Rama and Sita, The Guffalo, The Stickman, The Little Red Hen, The Enormous Turnip, Kippers Toybox</p>
<p>Autumn</p>	<p>All about me; What makes me special? <u>Communication and Language</u> Nursery: Vocab related to feelings and family/ communicating with others Reception: engagement in stories/ routines and new vocabulary Personal, Social and Emotional Development Nursery: Talk about own feelings & emotions, make healthy choices, selecting resources/ wash my hands Reception: personal hygiene – keeping healthy, consider others’ feelings – well being/ building relationships with others/ being safe Physical Development Nursery: Manipulating objects – gross and fine motor skills. Balancing – steps and stairs/ one-handed tools Reception: large and small apparatus/ fine motor skills- paintbrush, pencil, knives and forks/Fundamentals 1 and Gymnastics 1 <u>Understanding the World</u> Nursery: Past and present – how we have grown, People culture and communities – people who help us. Reception: Past and present – make sense of their own life story, family history – people, culture and communities – occupation – where I live in my community- use maps Expressive Arts and Design Nursery: Create self-portraits, expressing feelings, learn how to play Reception: artistic effects/ make a skeleton/ draw with pen</p>	<p>Autumn is here; How do we know Autumn is here? <u>Communication and Language</u> Nursery: 2 step instructions – stories and rhymes/ know a story has a beginning, middle and end Reception: story language – non-fiction/ vocab through context/ follow instructions and articulate ideas Personal, Social and Emotional Development Nursery: play collaboratively/ learn routines/ behavior expectations/ solve conflict Reception: self confidence & emotions, solving problems/ explore feelings, moderate behaviours, self-regulation of behaviours Physical Development Nursery: group activities, working as a team/ getting coats/ fixings/ increased pencil control Reception: large and small apparatus/ fine motor skills- paintbrush, pencil, knives and forks writing patterns – develop control, fundamentals 2, gymnastics 2 <u>Understanding the World</u> Nursery: Natural world – exploring materials relating to autumn, vocab related to autumn, Seasons Reception: effects of changing seasons/ What they hear outside/ Autumn walks/ Explore forces with toys Expressive Arts and Design Nursery: explore colour, mix autumn colours/ Christmas pay music and songs Reception: Explore textures/printing with leaves/ colours linked to seasons/ listen and respond to music/ rhymes</p>
<p>Cultural Capital: Values and Virtues: Texts:</p>	<p>Visit to Church Compassion and Honesty Lost and Found, The Gingerbread Man, Non-fiction Winter, Instructions to make a bird Feeder</p>	<p>Visit to town Integrity and Kindness Jack and the Beanstalk, Jaspers Beanstalk, Non-fiction Life Cycle of a Frog, Life cycle of a Bean, Were going on an Egg hunt!</p>
<p>Spring</p>	<p>Material Differences: What is it made of? Why? <u>Communication and Language</u> Nursery: Imaginary role play based on stories, express desires, hold a two way conversation/ follow instructions, use 3/4 words in sentences Reception: Ask questions to check understanding – retell a story with story language Personal, Social and Emotional Development Nursery: share resources, take turns, be outgoing with new people, follow set of instructions</p>	<p>Growing: What’s growing in the garden? <u>Communication and Language</u> Nursery: Listen to and retell stories, use 4/6 words in sentences, Reception: describe details, time connectives, retell stories, talk confidently, engage in non-fiction books Personal, Social and Emotional Development Nursery: Find solutions to conflicts, remember rules, make healthy choices, develop greater independence,</p>

	<p>Reception: kindness – what makes a good friend</p> <p><u>Physical Development</u></p> <p>Nursery: skip, hop, balance, hold a pose</p> <p>Reception: handwriting style – Games 1 – 3 Billy goats gruff</p> <p><u>Understanding the World</u></p> <p>Nursery: materials and changing materials – cooling and freezing, float and sink, shining lights through materials</p> <p>Reception: observe processes around you, seasons and animals and how they are affected, observe ice melting, sound and vibration, light travelling through materials, magnets and floating and sinking.</p> <p><u>Expressive Arts and Design</u></p> <p>Nursery: Explore materials freely- collage and textures/ Play with puppets and small world</p> <p>Reception: collage and textures to create new pieces of art work, how to join materials, sounds and musical instruments- explore Andy Goldsworthy natural sculptures</p>	<p>Reception: celebrating differences, own and others feelings, know how to be a good friend, know strategies for calming my behaviours</p> <p><u>Physical Development</u></p> <p>Nursery: Remember sequences patterns and movements, fine and motor skills, draw lines and circles</p> <p>Reception: combine different movements – games 2 – toys, fine motor skills- draw and write</p> <p><u>Understanding the World</u></p> <p>Nursery: plant seeds and care for plants, life cycle of the plant and animal- explore frogs and frogspawn</p> <p>Reception: changes in the natural world – life cycles/spring seasonal change, plants and animals, notice new signs of life and growth, Lifecycle of the Frog</p> <p><u>Expressive Arts and Design</u></p> <p>Nursery: explore building things, draw with increasing complexity and detail</p> <p>Reception: draw with increasing complexities and details, observational drawings of plants, colour mixing. Make props for a puppet theatre/ Jack and the beanstalk, explore sounds linked to the world around us.</p>
<p>Cultural Capital:</p> <p>Values and Virtues:</p> <p>Texts:</p>	<p>Visit to Newquay Zoo</p> <p>Humility and Play</p> <p>The Very Hungry Caterpillar, The Gruffalo, Rosies Walk, The Tiger who came to Tea, Mog and the VET</p>	<p>Beach/Aquarium</p> <p>Humility and Play</p> <p>Whatever Next, The Train Ride, We’re going on a Bear Hunt</p>
<p>Summer</p> <p>Texts:</p>	<p>Paws, Claws and Whiskers; Who takes care of the animals?</p> <p><u>Communication and Language</u></p> <p>Nursery: Explore my own thinking and ideas, describe characters, use longer sentences, use connectives,</p> <p>Reception: Re-read books to develop storytelling, participate in discussions, learn new vocabulary</p> <p><u>Personal, Social and Emotional Development</u></p> <p>Nursery: Focus on social situations, initiate play, find solutions to conflict</p> <p>Reception: Show resilience – taking turns, show confidence, take turns, share, play and work cooperatively</p> <p><u>Physical Development</u></p> <p>Nursery: Use of large muscle movements, threading, pencil grip (tripod grip)</p> <p>Reception: pencil grip (tripod Grip) – Athletics 1</p> <p><u>Understanding the World</u></p> <p>Nursery: Know that there are difference countries and different environments, life cycle of a butterfly</p> <p>Reception: Look at maps, map of the zoo, know differences between contrasting environments and animals who live in different environments</p> <p><u>Expressive Arts and Design</u></p> <p>Nursery: explore colour and printing, animal pictures using collage, small world zoo</p> <p>Reception: Explore camouflage- colour mixing, explore animal prints, textures and patterns. Learn to sing songs about animals.</p>	<p>Journeys; Where shall we go?</p> <p><u>Communication and Language</u></p> <p>Nursery: 2 step instruction – anticipate events in stories, Sequence familiar stories, Take turns</p> <p>Reception: make comments on what they are reading, offer explanations about what might happen in a story, give facts about a subject</p> <p><u>Personal, Social and Emotional Development</u></p> <p>Nursery: select activities independently, play in a small group, know how people show emotions</p> <p>Reception: Explain reasons for rules, take part in school events with confidence, Form positive attachments with adults and peers</p> <p><u>Physical Development</u></p> <p>Nursery: balance and ball skills, explore building things, draw with increasing complexity and detail</p> <p>Reception: refine lines and circle – Athletics 2 - check pencil grip (tripod grip)</p> <p><u>Understanding the World</u></p> <p>Nursery: Take care of the environment/pollution/beach clean – understand the need to respect and care for the natural environment and living things, make comparisons</p> <p>Reception: Transport in the past -compare and contrast, Look at Explorers Neil Armstrong</p> <p><u>Expressive Arts and Design</u></p> <p>Nursery: Small world- track and trains, farm, city and towns; explore hot colours, Create a rocket and a moon; pretend play of a journey; play instruments</p> <p>Reception: Make props for role play and characterizations; Develop narrative around role play at the train station,</p>

Year 1	1 st	2 nd
Cultural Capital:	Walk around Bodmin area	Visit to the Bodmin War Memorial
Values and Virtues:	Integrity, Compassion and Play	Humility, Justice and Honesty
Texts:	T4 Writing Ruby's Worry	T4W The enormous Turnip
Autumn	<p><u>What makes me who I am?</u></p> <p>Science Human Body parts</p> <p>Geography- Here I am (place knowledge)- Locating St Mary's School in our local area, and identifying local physical and human features on a map and during fieldwork.</p> <p>Art- Drawing and sketching – spirals – Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p><u>How am I making History?</u></p> <p>Science: Biology/Physics - Seasonal changes Autumn and winter</p> <p>History: Remembrance – Investigating why we wear poppies and using our locality as a source of evidence.</p> <p>Art- Simple printmaking- <i>explore line, shape and colour using plasticine and foam prints.</i></p> <p>For R.E, P.E, Computing and Music – see separate curriculum plans</p>
Cultural Capital:	Fire and police to visit school	Cardinham Woods
Values and Virtues:	Courage, Forgiveness and Health	Humility, Compassion and Play
Texts:	T4W Supertato,	T4W Where the wild things are
Spring	<p><u>What makes an everyday superhero?</u></p> <p>Science Everyday materials - Distinguishing objects from the material it's made from, and describing simple properties</p> <p>Geography: London, in the United Kingdom (place knowledge)</p> <p>DT: Food technology- <i>what are super foods- foods for nutrient</i></p> <p>For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p>What can you find down in the woods?</p> <p>Science – Identifying plants</p> <p>History: Toys- how have toys change since grandma was a child?</p> <p>DT: Textiles</p> <p>Art Inspired by Flora & Fauna -<i>Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. And Watercolour link</i></p> <p>For R.E, P.E, Computing and Music – see separate curriculum plans</p>
Cultural Capital:	Newquay Zoo	Bodmin High Street
Values and Virtues:	Justice, Peace and Honesty	Humility, Integrity and Health
Texts:	T4W The Three Little Pigs	T4W How to Catch a Star
Summer	<p>How can we take care of the world's animals?</p> <p>Science Animals – naming and grouping animals</p> <p>Geography: 7 Continents (locational knowledge)</p> <p>Art Making Birds/Fish - <i>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird</i></p> <p>For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p>How have we changed?</p> <p>Science Seasonal Changes -Spring and Summer</p> <p>History: Local history – Sense of place/ Personal timelines Cornwall link Cornwall How has Fore Street changed over the years? Investigate how our high street has change over the years using photographic evidence</p> <p>DT Structures- <i>buildings around and about Bodmin- structures to support</i></p> <p>Art- linked to DT- <i>explore multi-media of buildings in Bodmin</i></p> <p>For R.E, P.E, Computing and Music – see separate curriculum plans</p>

<p>Year 2 Cultural Capital: Values and Virtues: Texts:</p>	<p>1st Fire safety talk from the fire brigade The dignity of work and participation, Peace and Care for Creation T4W Vlad and The Fire of London</p>	<p>2nd Walking around Bodmin Self-knowledge, The option for the poor, Friendliness T4W Little Red Riding Hood</p>
<p>Autumn</p>	<p><u>Why do we remember the Great Fire of London?</u> Science <u>Everyday materials</u> History -<u>The Great Fire of London</u>- what caused the Great Fire of London and do the consequences of it still impact us today? Art <u>Explore & Draw</u> - Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills- Landscape artist For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p><u>Where in the world am I?</u> Science: <u>Living things and where they are</u> Geography: <u>Villages, Towns and Cities (place knowledge)</u> Art <u>Exploring the World Through Mono Print</u> - Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership- <i>monoprints of buildings and artist with</i> For R.E, P.E, Computing and Music – see separate curriculum plans</p>
<p>Cultural Capital: Values and Virtues: Texts:</p>	<p>Visit from a chef Solidarity, Friendliness and The Common Good T4W Lubna and the Pebble</p>	<p>Eden Project Confidence, Solidarity and The Common Good T4W Jack and the Beanstalk</p>
<p>Spring</p>	<p><u>What is a Monarch and what do they do?</u> Science <u>New Life</u> History: Finding out about Monarchy, Kings, Queens and castles (Kapow) DT <u>Food technology</u>- fruit salads and savory salads/ Feast fit for a King For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p><u>What is life like in Brazil?</u> Science <u>Growing plants</u> Geography <u>Brazil (locational knowledge)</u> Art <u>Expressive Painting</u> - Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life. For R.E, P.E, Computing and Music – see separate curriculum plans</p>
<p>Cultural Capital: Values and Virtues: Texts:</p>	<p>Trip to a river Self-Knowledge, Confidence and Care for Creation Dear Earth, River Story and The Storm Whale- T4W The Lighthouse keepers lunch</p>	<p>Local history focus – trains Dignity, The Option for the poor and Self-Knowledge A world full of journeys & migrations by Martin Howard & Christopher Corr, Oi get off our train by John Burningham T4W Non-fiction- inventions</p>
<p>Summer</p>	<p><u>Why are oceans important?</u> Science <u>Food Chains</u> Geography <u>Oceans and seas (physical knowledge)</u> Art <u>Stick Transformation Project</u> - Artists use their creative skills to re-see and re-imagine the world. Explore how you can transform a familiar object into new and fun forms/ DT <u>textiles</u> to make worry dolls For R.E, P.E, Computing and Music – see separate plans</p>	<p><u>Why was it important to link Cornwall to the rest of England?</u> Science <u>Healthy Me</u> History: Local history – I.K. Brunel and the Royal Albert Bridge- How did he contribute to Cornwall's achievements? DT <u>Mechanisms-</u> <i>wheeled trolley- trains using axles and cardboard to create moving objects</i> For R.E, P.E, Computing and Music – see separate curriculum plans</p>

Year 3	1 st	2 nd
Cultural Capital: Values and Virtues: Texts:	Humility and Courage T4W Stone Age Boy/ non-chronological report	Cardinham Integrity, Compassion and Perseverance T4W A River/ persuasive poster
Autumn	<u>What did life look like in prehistoric times?</u> Science <u>Chemistry Rocks</u> – Rock cycle History: <u>Prehistoric Britain</u> – how did Britain change in pre-history and what change was the most significant to the way people live? Art <u>Gestural Drawing with Charcoal</u> - Making loose, gestural drawings with charcoal, and exploring drama and performance. For R.E, P.E, Computing and Music – see separate curriculum plans	<u>Why are Rivers important?</u> Science <u>Physics Light and dark</u> Relationship between light and how we see; the formation of shadows Geography <u>Rivers (physical knowledge)</u> Art <u>Working with Shape and Colour “Painting with Scissors”</u> - Collage and stencil in response to looking at artwork. For R.E, P.E, Computing and Music – see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	Truro Museum Justice, Peace and Humility T4W Who let the Gods out?/ Information text	Farm/allotments Humility and Meditation T4W Planet Omar- accidental trouble magnet/ instructional text and Recipes/
Spring	<u>What did the Greeks do for us?</u> Science <u>Healthy Eating</u> History <u>The Ancient Greeks</u> – (Kapow) Art <u>Cloth, Thread, Paint-</u> For R.E, P.E, Computing and Music – see separate curriculum plans	<u>Where does our food come from?</u> Science <u>Biology Plants</u> – growth and nutrients Geography – <u>Water, weather and climate (physical knowledge)</u> DT Food technology (Oak) - exploring foods from other places- around the world. Make a Greek dip For R.E, P.E, Computing and Music – see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	Rough Tor Compassion, Courage and Perseverance T4W The clocktower- Visual Text/ diary texts Class Novel- Fantastic Mr Fox	Beach Thankfulness, Kindness, Compassion and Humility T4W The Mousehole cat/ tourist information leaflet
Summer	<u>How were volcanoes formed?</u> Science <u>Friction and magnetism</u> Geography <u>Mountains, volcanoes and earthquakes (physical knowledge)</u> DT Structures- shell boxes and creating boxes. For R.E, P.E, Computing and Music – see separate plans	<u>What makes Cornwall so special?</u> Science <u>Animals and humans</u> History: the history of China Clay- mining Art <u>Using Natural Materials to Make Images</u> - Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype For R.E, P.E, Computing and Music – see separate curriculum plans

Year 4	1 st	2 nd
Cultural Capital:	Cornwall Museum	Visit to the local museum
Values and Virtues:	Justice and Care for Creation	The Common Good and integrity
Texts:	T4W Egyptian Cinderella/ Instructional writing	T4W Butterfly Lion/ letter
Autumn	<p>Did the Pharaohs rule fairly?</p> <p>Science Digestive system</p> <p>History Egyptians- Kapow</p> <p>Art storytelling through drawing - explore telling stories through art</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>	<p>Journey's, what is migration and does it have an impact?</p> <p>Science Living things</p> <p>Geography; Migration (place knowledge)</p> <p>Art Exploring Pattern - Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>
Cultural Capital:	The dignity of work and participation and courage	Eden Project
Values and Virtues:	T4W Queen of Darkness- Boadicea and battle with the Roman Empire/diary of a Romans soldiers wore	Care for Creation and Compassion
Texts:		T4W Journey to the River Sea - Eva Ibbotson/ travel brochure
Spring	<p>How did Romans impact Great Britain?</p> <p>Science Sound</p> <p>History: Romans (Kapow)</p> <p>Art Exploring Still Life - Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>	<p>How does the Rainforest help the world?</p> <p>Science Food Chains</p> <p>Geography: Building Locational Knowledge (skills)- South America (place knowledge) and Hemispheres and tropics (locational knowledge)</p> <p>DT Food – South American foods</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>
Cultural Capital:	Barbara Hepworth Museum	Lanhydrock House NT/ Bodmin Keep
Values and Virtues:	Humility and The Option for the poor	Peace and Magnanimity
Texts:	T4W The Dragon Defenders/ Non-chronological newspaper reports	T4W- narrative world war 1 / information text Miraculous journey of Edward Tulane
Summer	<p>What on Earth?</p> <p>Science States of matter changing states</p> <p>Geography – Natural Resources (human processes)</p> <p>Art Sculpture, Structure, Inventiveness & Determination - What can artists learn from nature? Nurture personality traits as well as technical skills (Barbara Hepworth)</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>	<p>What impact did WW1 have on our local families?</p> <p>Science Electrical circuits</p> <p>History Local Study – Life at Lanhydrock during WW1- what evidence is there in Bodmin that shows the impact that WW1 had on its people?</p> <p>DT Mechanisms- moving parts with pneumatics- Lego explore</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>

Year 5	1 st	2 nd
Cultural Capital:	Justice, Life and Dignity	Water treatment facility
Values and Virtues:	Rain Player David Wisniewski	Justice, Care for Creation, Common Good
Texts:	T4W Alma/ Instructional writing- how to play a Mayan game?	T4W Pandora/ non-chronological text Cosmic
Autumn	<p>Why is the Mayan civilization significant to us?</p> <p>Science Human Development</p> <p>History: Mayans (Kapow)</p> <p>Art Typography - art on the move- review maps and explore a variety of maps</p> <p>For R.E, P.E, Computing, Music and MFL – see separate plans</p>	<p>Out of this world, is this a possibility?</p> <p>Science Earth, Sun and Moon – Movements of planets and the Moon and relationship to day and night</p> <p>Geography - Local fieldwork (geographical skills)- local environment – traffics study</p> <p>DT: food on the move, explore how foods can be transported- making picnics and muffins</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>
Cultural Capital:	Eden Project	Pendennis/ Trerice
Values and Virtues:	Courage, Compassion, Care for Creation, Truth	Life and Dignity, Rights and Responsibilities, Truth
Texts:	T4W The Door (Portal story) / The boy in the tower/ letter writing	T4W Anlo saxon Boy/ Diary Holes
Spring	<p>What is the biggest threat to biomes?</p> <p>Science Biology Life cycles- plants</p> <p>Geography - Biomes (physical processes)</p> <p>Art Mixed Media Land & Cityscapes - Explore how artists use a variety of media to capture the spirit of the place. Focus upon exploratory work to discover mixed media combinations.</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>	<p>Who were the Anglo Saxons and why did they trade?</p> <p>Science Life Cycles of Animals</p> <p>History: Anglo Saxons (Kapow)</p> <p>DT- Food technology- Bread and seeds</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>
Cultural Capital:	Visit local supermarket	Pirate day/ Maritime Museum
Values and Virtues:	Justice, Option for the Poor, Common Good, Dignity of work	Truth, Common Good, Option for the poor
Texts:	T4W- Lolly's quest/ Letter to MP/ PM	T4W Treasure Island/ Newspaper article
Summer	<p>Sustainability, what does this mean?</p> <p>Science Properties of materials</p> <p>Geography - Energy and sustainability (human processes)</p> <p>Art Fashion Design DT Textiles link</p> <p>For R.E, P.E, Computing, Music and MFL – see separate plans</p>	<p>Famous smugglers from Cornwall</p> <p>Science Forces</p> <p>History Local Study – Smugglers in Cornwall</p> <p>Art; design- set design- Smuggler settings</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>

Year 6 Cultural Capital: Values and Virtues: Texts:	1st Recreate a long ship experience Studiosness T4W Viking Boy / non-chronological report	2nd Campaign to improve awareness in Bodmin Fortitude T4W Narrative about Hope and climate change crisis/ persuasive speech and powerpoint
Autumn	<u>What impact have the Vikings had on Britain?</u> Science <u>Evolution</u> History: <u>Vikings (Kapow)</u> Art <u>2D Drawing to 3D Making</u> - Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. For R.E, P.E, Music and MFL – please see separate curriculum plans	<u>Can one person change the world?</u> Science <u>Biology classification</u> - classification of all living things Geography - <u>Population (human geography)</u> DT <u>building homes</u> - using structures to make homes for people to live in (homelessness link) RE- Global Classroom focus CARITAS in Action/ intergenerational project For R.E, P.E, Music and MFL – please see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	Studiosness T4W Francis Literacy Shed- visual film/ Newspaper	Fortitude The Windrush/ T4W The Arrival/ The Windrush child/ Farewell letter
Spring	<u>What is special about our hearts?</u> Science <u>Circulation system – explanation</u> History- <u>Local area- Census (Kapow) short project</u> DT <u>Food technology</u> - foods from around the world that keep us well, explore Mediterranean foods For R.E, P.E, Music and MFL – please see separate curriculum plans	<u>How can we support refugees?</u> Science <u>Light</u> Geography – <u>Globalisation (human geography)</u> Art <u>Identity- self-portraits and portraits of others</u> - cultural diversity and tradition - For R.E, P.E, Music and MFL – please see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	NHS member in to talk about health Health SATS focus T4W- ? / instructional text- healthy foods	Bodmin Keep/ Cornwall at War Camelford T4W Sky larks war/ balanced argument and opinons
Summer	<u>How do we keep healthy?</u> Science <u>Keep Healthy</u> Geography <u>Local Geography</u> - (field work skills- mapping and grid references- compass/ orienteering Kapow) Art <u>Brave Colour</u> - Exploring the work of installation artists who use light, form and colour to create immersive environments. Creating 2 d or 3d models to share our vision of imagined installations with others. For R.E, P.E, Music and MFL – please see separate curriculum plans	<u>How did Cornwall play a significant role in WW2?</u> Science <u>Circuits</u> History – <u>Cornwall at War WW2</u> – visit to Camelford- Cornwall at war museum- What Impact did WW2 have on Cornwall. DT <u>Electronics</u> - - are you able to be a soldier in the second world war/ sirens/ warning lights For R.E, P.E, Music and MFL – please see separate curriculum plans