



Curriculum Overview
St Mary's Catholic Primary School

#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 lifelong skills which permeates through everything we do. Experiences, Values, Relationships and
- 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 Understanding the World 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 Understanding the World 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 Three Little Pigs, 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 Reception: kindness – what makes a good friend Physical Development Nursery: skip, hop, balance, hold a pose Reception: handwriting style – Games 1 – 3 Billy goats gruff Understanding the World</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, Reception: celebrating differences, own and others feelings, know how to be a good friend, know strategies for calming my behaviours Physical Development Nursery: Remember sequences patterns and movements, fine and motor skills, draw lines and circles Reception: combine different movements – games 2 – toys, fine motor skills- draw and write Understanding the World</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>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: Values and Virtues: Texts:</p>	<p>Visit to Newquay Zoo Humility and Play The Very Hungry Caterpillar, The Gruffalo, Rosies Walk, The Tiger who came to Tea, Mog and the VET</p>	<p>Beach/Aquarium Humility and Play Whatever Next, The Train Ride, We’re going on a Bear Hunt</p>
<p>Summer Texts:</p>	<p><u>Paws, Claws and Whiskers; Who takes care of the animals?</u> <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><u>Journeys; Where shall we go?</u> <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>

<p>Year 1 Cultural Capital: Values and Virtues: Texts:</p>	<p>1st Walk around Bodmin area Integrity, Compassion and Play How to catch a star</p>	<p>2nd Visit to the Bodmin War Memorial Humility, Justice and Honesty The Leaf Thief, The very helpful hedgehog, We're going on a leaf hunt, Seasons come; Seasons go tree, Where the poppies grow now? The enormous Turnip</p>
<p>Autumn</p>	<p>What makes me who I am? Science Biology - Plants identifying and naming common plants and describing basic structure 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. Art- Drawing and sketching – spirals – Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p>Why do we wear Poppy's?? Science: Biology/Physics - Seasonal changes Observing changes across four seasons and describing associated weather History: Remembrance – Investigating why we wear poppies and using our locality as a source of evidence. Art- Simple printmaking- explore line, shape and colour using plasticine and foam prints. For R.E, P.E, Computing and Music – see separate curriculum plans</p>
<p>Cultural Capital: Values and Virtues: Texts:</p>	<p>Fire and police to visit school Courage, Forgiveness and Health Supertato, Max, Cops and robbers, Emergency! Peter Rabbit</p>	<p>Cardinham Woods Humility, Compassion and Play Where the wild things are, The Gruffalos, The tin forest, Percy the park keeper – treasure hunt / 3 little pigs</p>
<p>Spring</p>	<p>What makes an everyday superhero? Science Everyday materials - Distinguishing objects from the material it's made from, and describing simple properties Geography: London, in the United Kingdom (place knowledge) DT: Food technology- what are super foods- foods for nutrient For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p>What can you find down in the woods? Science – Sound History: Toys- how have toys change since grandma was a child? DT: Textiles Art Inspired by Flora & Fauna -Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. And Watercolour link For R.E, P.E, Computing and Music – see separate curriculum plans</p>
<p>Cultural Capital: Values and Virtues: Texts:</p>	<p>Newquay Zoo Justice, Peace and Honesty Beeju</p>	<p>Bodmin High Street Humility, Integrity and Health Lost in the Toy Museum, Ruby's Worry</p>
<p>Summer</p>	<p>How can we take care of the world's animals? Science Animals – understand what is meant by the animal kingdom? Geography: 7 Continents (locational knowledge) Art Making Birds - Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p>How has Bodmin changed? Science Biology Humans - Human body parts and senses/ lifestyles History: Local history – Sense of place Cornwall How has Fore Street changed over the years? Investigate how our high street has change over the years using photographic evidence DT Structures- buildings around and about Bodmin- structures to support Art- linked to DT- explore multi-media of buildings in Bodmin 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 The Fire of London</p>	<p>2nd Walking around Bodmin Self-knowledge, The option for the poor, Friendliness The Mapmakers' Little Red Riding Hood</p>
<p>Autumn</p>	<p>Why do we remember the Great Fire of London? Science Extraordinary Scientists History -The Great Fire of London- what caused the Great Fire of London and do the consequences of it still impact us today? Art Explore & Draw - 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>Where in the world am I? Science: Chemistry- mixing and making Geography: Villages, Towns and Cities (place knowledge) Art Exploring the World Through Mono Print - 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 How to feed your parents by Ryan Miller Lubna and the Pebble</p>	<p>Eden Project Confidence, Solidarity and The Common Good Nobody hugs a cactus by Carter Goodrich Jack and the Beanstalk</p>
<p>Spring</p>	<p>What makes a healthy meal? Science Chemistry Uses of everyday materials - Comparisons of an object's material with its use; impact of bending, twisting on solid objects History: Mary Seacole- who was Mary Seacole and why is she a significant person from the past? DT Food technology- fruit salads and savory salads For R.E, P.E, Computing and Music – see separate curriculum plans</p>	<p>What is life like in Brazil? Science Biology Living things & their habitats - Basic introduction to habitats and micro- habitats, and simple food chains Geography Brazil (locational knowledge) Art Expressive Painting - 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- 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/ Bubbles T4W visual text</p>
<p>Summer</p>	<p>Why are oceans important? Science Physics Space Geography Oceans and seas (physical knowledge) Art Stick Transformation Project - 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 textiles to make worry dolls For R.E, P.E, Computing and Music – see separate plans</p>	<p>Why was it important to link Cornwall to the rest of England? Science Building things- how are things built History: Local history – I.K. Brunel and the Royal Albert Bridge- How did he contribute to Cornwall's achievements? DT Mechanisms- <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:	Truro Museum/Lyme Regis Humility and Courage Stone Age Boy/Stig of the Dump	Eden Project Integrity, Compassion and Perseverance Charlie and the Chocolate Factory
Autumn	How does life in prehistoric times influence our lives today? Science Chemistry Rocks – Rock cycle History: Prehistoric Britain – how did Britain change in pre-history and what change was the most significant to the way people live? Art Gestural Drawing with Charcoal - Making loose, gestural drawings with charcoal, and exploring drama and performance. For R.E, P.E, Computing and Music – see separate curriculum plans	Does chocolate have an impact on the world? Science Physics Light and dark Relationship between light and how we see; the formation of shadows Geography Rivers (physical knowledge) Art Working with Shape and Colour “Painting with Scissors” - 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 Rumpelstiltskin/Mary and the Riddle of the Sphinx	Farm/allotments Humility and Meditation Iggy Peck Architect
Spring	Did the Pharaohs rule fairly? Science adaptations- changes to humans and animals in environments- History The Ancient Egyptians – Where and when did the earliest civilization begin? What did the early civilizations have in common? What did the Ancient Egyptians achieve and what did they accomplish? Art Cloth, Thread, Paint- For R.E, P.E, Computing and Music – see separate curriculum plans	Where does our food come from? Science Biology Plants – growth and nutrients Geography – Water, weather and climate (physical knowledge) 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 The clocktower- Visual Text	Beach Thankfulness, Kindness, Compassion and Humility The Mousehole cat-
Summer	How were volcanoes formed? Science Physics Raw and Synthetic materials Geography Mountains, volcanoes and earthquakes (physical knowledge) DT Structures- shell boxes and creating boxes. For R.E, P.E, Computing and Music – see separate plans	What makes Cornwall so special? Science Physics Friction & magnetism – Contact and non-contact forces, including friction and magnetism History: Ancient Greece- what was life like in ancient Greece and where can we see the influence on our world today? Art Using Natural Materials to Make Images - 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: Values and Virtues: Texts:	Visit Trerice Manor, Newquay Justice and Care for Creation Treason by Berlie Doherty	African drumming session The Common Good and integrity Journey to Jo'burg – Beverley Naidoo Butterfly Lion
Autumn	What was life like in a Cornish Tudor Manor House? Science States of Matter – exploration of states of matter- heating and cooling History British History- Roman Britain including the Roman Empire- what was the Roman empire? Art storytelling through drawing- <i>explore telling stories through art</i> For R.E, P.E, Computing, Music and MFL – see separate curriculum plans	What is life like in Africa? Science Biology Food & digestion – human anatomy Geography; Migration (place knowledge) Art Exploring Pattern - Exploring how we can use colour, line and shape to create patterns, including repeating patterns. For R.E, P.E, Computing, Music and MFL – see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	Discovery 42, Bodmin The dignity of work and participation and courage Hansel and Gretel	Eden Project Care for Creation and Compassion Journey to the River Sea - Eva Ibbotson/ Greta and the Giants
Spring	How can science help to build a sustainable world? Science Chemistry Particle – Particles in physical and chemical changes History: Roman Britain, How did the Britons react to the invasion? DT Electronics – exploring circuits and switches – make something light up/ noise or an alarm/ wind power- solar energy For R.E, P.E, Computing, Music and MFL – see separate curriculum plans	How does the Rainforest help the world? Science Physics Sound - Relationship between strength of vibrations and volume of sound Geography: Building Locational Knowledge (skills)- South America (place knowledge) and Hemispheres and tropics (locational knowledge) 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. For R.E, P.E, Computing, Music and MFL – see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	Barbara Hepworth Museum Humility and The Option for the poor Dangle- visual text/ The King who banned the dark	Lanhydrock House NT/ Bodmin Keep Peace and Magnanimity Five Children on the Western Front by Kate Saunders/ The Mermaid of Zennor
Summer	What impact can nature have on human settlements? Science investigations and scientific skills (skills development) Geography – Natural Resources (human processes) Art Sculpture, Structure, Inventiveness & Determination - What can artists learn from nature? Nurture personality traits as well as technical skills (Barbara Hepworth) For R.E, P.E, Computing, Music and MFL – see separate curriculum plans	What impact did WW1 have on our local families? Science Notable scientists (what have they done for the world?) History Local Study – Life at Lanhydrock during WW1- what evidence is there in Bodmin that shows the impact that WW1 had on its people? DT Mechanisms- moving parts with pneumatics- Lego explore For R.E, P.E, Computing, Music and MFL – see separate curriculum plans

Year 5 Cultural Capital: Values and Virtues: Texts:	1 st Justice, Life and Dignity Rain Player David Wisniewski The King who was afraid of the dark	2 nd Water treatment facility Justice, Care for Creation, Common Good Once upon a raindrop: The story of water T4W text Elf Road
Autumn	<p>Why was Bagdad a significant city? Why do we remember the ancient civilizations?</p> <p>Science Chemistry- separating materials</p> <p>History: Non- European Society- early Islamic – Why was Bagdad a significant city? How was Abbsaid Caliphate similar to England around AD 1900.</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>Will you ever see the water you drink again?</p> <p>Science Physics Earth and space – Movements of planets and the Moon and relationship to day and night</p> <p>Geography - Local fieldwork (geographical skills)</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: Values and Virtues: Texts:	Eden Project Courage, Compassion, Care for Creation, Truth Climate Rebels Gelert Myth	Hillfort Life and Dignity, Rights and Responsibilities, Truth Anglo-Saxon Boy/ Alma T4W text
Spring	<p>What is the biggest threat to biomes?</p> <p>Science Biology Life cycles - Life cycles of a mammal, amphibian, insect and bird and some reproduction processes</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 who did they trade with?</p> <p>Science Physics- Forces</p> <p>History: Anglo-Saxons - Britain’s settlement by Anglo-Saxons- How did England change after the Anglo-Saxon settlement? How were Roman and Anglo Saxon different?</p> <p>DT- pulley systems and how they were used to lift and move items (linked to Science/Forces)</p> <p>For R.E, P.E, Computing, Music and MFL – see separate curriculum plans</p>
Cultural Capital: Values and Virtues: Texts:	Visit local supermarket Justice, Option for the Poor, Common Good, Dignity of work Mid Summers Night Dream	Bodmin and Wenford Railway/ Minnack theatre Truth, Common Good, Option for the poor Gas Light/ Treasure Island
Summer	<p>Why does inequality exist between countries?</p> <p>Science Chemistry- physical and chemical changes</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>How and why has transport in Cornwall changed over time?</p> <p>Science Physics Energy - Sustainability</p> <p>History Local Study – Transport in Cornwall (development of historical skills)- what history is hidden within Bodmin</p> <p>Art; design- set design- create your own set design for a famous play- visit the Minnack</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 Malamander/ Beowolf	2nd Campaign to improve awareness in Bodmin Fortitude The last tree T4W text
Autumn	What impact have the Vikings had on Britain? Science Biology - humans and animals over time History: Vikings and Anglo Saxons - Does the describing the Vikings as vicious raiders portray them accurately; Does King Alfred deserve to be known as the Great? How did the Saxons gain control of England? Art 2D Drawing to 3D Making - 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	Can one person change the world? Science Biology classification - classification of animals and all living things Geography - Population (human geography) DT building homes - 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:	Deacon Brian – All about being a deacon Studiosness Francis Literacy Shed- visual fim	Ukrainian Refugee talk Fortitude The Windrush/ Coming to England
Spring	What is special about our hearts? Science Biology – Diets and lifestyle DT Food technology - 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	Can refugees change our perspective of humanity? Science Biology - Ecosystems Geography – Globalisation (human geography) Art Identity- self-portraits and portraits of others - cultural diversity and tradition - For R.E, P.E, Music and MFL – please see separate curriculum plans
Cultural Capital: Values and Virtues: Texts:	Heart dissection – NHS member in to talk about health Health Can you see me?/ The Tempest	Bodmin Keep/ Cornwall at War Camelford Letters from the Lighthouse/ Sky larks war
Summer	Why should we look after our bodies? Science Physics Light - How light travels and is, reflected, and how this, allows us to see Geography Local Geography- (field work skills) Art Brave Colour - 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	How did Cornwall play a significant role in WW2? Science Physics Electricity - Investigating variations in series and parallel circuits, and how electricity is generated – electrical circuits History – Cornwall at War WW2 – visit to Camelford- Cornwall at war museum- What Impact did WW2 have on Cornwall. DT Electronics - making a hand steady tester game to test your nerve- are you able to be a soldier in the second world war? For R.E, P.E, Music and MFL – please see separate curriculum plans