***Yearly overview for Class 2 – Mrs K E Lamb***

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| **Key Stage 2. Class 2 Mrs K E Lamb Mixed Y4 & Y5 cohort (26 pupils)**  |
| Curriculum 2018-19 ‘Learning for life to be a Global Citizens of today and for tomorrow’ ***(STEAM)******Exploring, thinking, explaining, presenting, reflecting, practising, assessing***  |
|  | Autumn 1 (7 weeks)  | Autumn 2(7 weeks) | Spring 1(6 weeks) | Spring 2(6 weeks) | Summer 1(6 weeks) | Summer 2(8 weeks) |
| Whole School | Rosh Hashanah 10.9.18Environmental Maths week 24/09/18Harvest Festival | ChristmasDiwali 7.11.18World BooksRemembrance day100 yrs End of WW1 | Chinese New Yr. 05.02.19St Piran’s Day 5.3 19Shrove Tuesday 05.03.19 | St. George’s Day 23.04.19Easter 21.04.19 | Ramadan Begins 06.05.19 | Flower FestivalFeast SportsPTA- Summer Fair |
|  | Magic!*The Magic of Stories* | Wonder! | Adventure!(Including a Whole School Event) |
|  | Aztecs | Shang Dynasty of China | Local History |
|  | Fantastic Physics! |
| PHSELearning for LifeOngoing: Citizenship with a focus on ***resilience.***  | Knowing Me | Being with other people | Protecting the environment (Plastic free focus) | Living in the community(Plastic free focus) | Staying healthy | Citizenship and Excellence |
| ENGLISHWriting GenreFocus | Narrative | ExplanationArgument | InstructionsPoetry | Playscripts | Recount | Report |
| ENGLISHSpeaking | Yr 4 – Asking questions to clarify or develop understanding. Yr 5 – Listening carefully in discussion, make contributions and ask questions in response to others’ ideas and views.  | Yr 4 – Learning that language choices vary in different contexts. Yr 4 – Justifying an answer by giving evidence.Yr 5 – Developing ideas and opinions; providing relevant detail. Expressing a point of view. Yr 5 – Beginning to use hypothetical language to consider more than one possible outcome.  | Yr 4 – Presenting to an audience using appropriate intonation, tone and volume. Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation.  | Yr 4 & Yr 5– Performing play from memory with appropriate expression and tone. Yr 5 – Engaging the listener by varying intonation, expression, tone and vocabulary. Adjusting the volume to match the presentation.  | Yr 4 – Sequencing, developing and communicating ideas in an organised and logical way and using complete sentences. Yr 4 & 5– Showing understanding of the main point and details in a discussion. | Yr 4 – Learning to adapt what is said in response to the needs of the listener or audience. Yr 4 & Yr 5 – Learning to use standard English when required. Yr 5 – Adapting spoken language depending on the audience, the purpose or the context.  |
| ENGLISHWord reading | Yr 4 & Yr 5– attempting the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Y5 – Re-reading and reading ahead to check for meaning.  | Yr 4 & Yr 5– attempting the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.Y5 – Re-reading and reading ahead to check for meaning. | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  | Yr 4 & Yr 5 – Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | Yr 4 & Yr 5 – Reading further exception words, noting the unusual correspondence between spelling and sound.  | Yr 4 & Yr 5 – Reading further exception words, noting the unusual correspondence between spelling and sound. |
| ENGLISHComprehension | Yr 4 – Asking relevant questions to improve understanding of a text. Yr 4 – Using a dictionary to check the meaning of unfamiliar words. Yr 4 – Learn how to select books for a specific purpose linked to cross curricular themes.  | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader. Yr 4 – Retrieving information from non-fiction texts. Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these.  | Yr 4 – Preparing and performing poems using appropriate intonation, tone, volume and action. Yr 4 – Inferring meaning and begin to justify them with evidence from the text. Yr 5 – Reciting poems by heart.  | Yr 4 – Identifying themes within texts. Yr 4 – Predicting what might happen from details stated and the information deduced. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action.  | Yr 4 – Identifying where a writer has used precise word choices for effect to impact on the reader. Yr 4 – Building upon others’ ideas and opinions about a text during a discussion.  | Yr 4 – Identifying some of the literary conventions in different texts. Yr 4 – Identifying text organisational features. Yr 4 – Explaining meanings of words in context.  |
| ENGLISHComposition Focus | Yr 4 – Orally rehearsing a sentence or sequence of sentences. Yr 4 – Writing a narrative with a clear structure, setting and plot. Yr 5 – Developing characters through action and dialogueYr 5 – Adding well-chosen detail to interest the reader.  | Yr 4 – Composing sentences using a range of sentence structures.Yr 5 – Discussing the audience and purpose of writing.Yr 5 – Establishing a viewpoint as the writer.  | Yr 4 – Using a range of sentences which have more than one clause. Yr 5 – Using stylistic devices to create effects in writing. Yr 5 – Using correct features and sentence structure matched to the text type.  | Yr 4 – Using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Yr 5 – Performing of plays to an audience using appropriate intonation, tone, volume and action. | Y4 – Using direct speech in writing and punctuating it correctly. Y5 – Organising writing into paragraphs to show different information or events. Yr 5 – Starting sentences in different ways.  | Yr 4 – Changing grammar and vocabulary to improve the consistency of writing.Yr 5 – Summarising a paragraph. Yr 5 – Using grammar and vocabulary to create an impact on the reader.  |
| ENGLISHSpelling\*Handwriting ongoing practise | Yr 4 – Spelling list 19Yr 5 – Spelling list 25Ongoing common exception words | Y4 spelling - list 20Yr 5 – Spelling list 26Ongoing common exception words | Y4 spelling - list 21Yr 5 – Spelling list 27Ongoing common exception words | Y4 spelling - list 22Yr 5 – Spelling list 28Ongoing common exception words | Y4 spelling - list 23Yr 5 – Spelling list 29Ongoing common exception words | Y4 spelling - list 24Yr 5 – Spelling list 30Ongoing common exception words |
| ENGLISHSPAG | Sentence structure Yr 4 – Expanding noun phrases by adding modifying adjectives, nouns and preposition phrases. Yr 5 – Using relative clauses. | Sentence structureY4 – Using fronted adverbials and know a comma is used after these. Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility.  | Text StructureYr 4 – Writing in paragraphs.Yr 5 –Building cohesion between paragraphs | Text structureYr 4 – Making appropriate choices of pronoun and noun within and across sentences. Yr 5 –Using adverbials to link paragraphs.  | PunctuationYr 4 – Using inverted commas and other punctuation to indicate direct speech.Y5 –Using brackets, dashes and commas to indicate parenthesis.  | PunctuationYr 4 – Using apostrophes to mark plural possession.Yr 5 – Using commas to clarify meaning or avoid ambiguity.  |
| MATHSMastery  | **Number - Place value** Year 4Counting in multiples of 6,7,9,25 and 1000.Ordering and comparing numbers beyond 1000Finding 1000 more or less than a numberRecognising the place value of each digit in a 4-digit numberReading Roman Numerals to 100Rounding numbers to nearest 10,100 or 1000Counting backwards through zero to include negative numbersSolving number and practical problemsYear 5Counting forwards and backwards in steps of powers for 10 for any given number up to 1,000,000Read, write and compare numbers to at least 1,000,000Know the value of each digit in numbers up to 1,000,000Read and write Roman numerals up to 1000Round any number up to 1,000,000 to the nearest 10,100,1000,10000, 100000.Interpret negative numbers in context, count backwards and forwards with positive and negative whole numbers, including through zero. Solve number and practical problems | **Number – Calculations**Year 4Adding and subtracting numbers with up to 4 digits using column methodEstimating and using inverse operations to check answersSolving 2 step addition and subtraction problemsRecalling multiplication and division up to 12 x 12Using place value, known facts to multiply and divide mentallyRecognising and using factor pairs and commutativity in mental calculationsUsing formal written methods to multiply 2 digits by 1 digitSolving problems which involve all four operationsYear 5Adding and subtracting with increasingly large numbersUsing formal written methods to add and subtract whole number with more than 4 digitsUsing rounding to check answers and determine level of accuracySolving multi-step addition and subtraction problemsIdentifying multiples and factors of numbersKnow about and understand prime numbers, prime factors and composite numbersWork out whether a number up to 100 is prime; know and recall all prime numbers up to 19Know and understand squared and cubed numbersMultiply and divide numbers mentallyMultiply and divide by 10,100 and 1000 and understand place value when decimals are used.Multiply 4 digits by 1 or 2 digits using formal written methodsUse short division to divide 4 digits by 1 digit and interpret remainders Solve a variety of questions involving the four operations Solve multiplication and division problems using scaling by simple fractions and problems involving simple rates | **Fractions, decimals and percentages**Year 4 Counting up and down in hundredthsUnderstanding that hundredths are made when dividing an object by a hundred and dividing tenths by ten.Recognising and showing, using diagrams, families of common equivalent fractions. Adding and subtracting fractions with the same denominatorRecognising decimal equivalents to ¼ ½ and ¾Recognising and writing decimal equivalents of any number of tenths or hundredthsRounding decimals with one decimal place to the nearest whole number. Comparing numbers with the same number of decimal places up to 2 decimal places. Finding the effect of dividing a 1 or 2-digit number by 10 and 100, identifying the value of the digits using ones, tenths or hundredths. Solving problems involving increasingly harder fractions and using fractions to divide quantities.Solving simple measure and money problems involving fractions and decimals to 2 decimal places. Year 5Recognising mixed number and improper fractions and converting one form to the other.Writing mathematical statements greater than 1 as a mixed number.Identifying, naming and writing equivalent fractions of a given fraction visually including tenths and hundredths.Comparing and ordering fractions whose denominators are multiple of the same number.Adding and subtracting fractions with the same denominator and denominators that are multiples of the same number. Multiplying proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Reading and writing decimal numbers as fractions. Recognising and using thousandths and relate them to tenths, hundredths and decimal equivalents. Rounding decimals with 2 decimal places to the nearest whole number and 1 decimal place. Read, write, order and compare numbers with up to 3 decimal places.Solve problems involving numbers up to 3 decimal places. Recognising the % symbol and understand that it relates to ‘number parts per hundred’. Writing percentages as a fraction with denominator hundred, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½ ¼ 1/5 2/5 4/5 and those fractions with a denominator or multiple of 10 or 25.  | **Statistics** **\*Preparation for working scientifically: reporting findings**Year 4Interpreting and presenting discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.Solving comparison, sum and difference problems using information presented in bar charts, pictograms and other graphs. **Year 5**Completing, reading and interpreting information in tables; including timetables.Solving comparison, sum and difference problems using information presented in a line graph. **Geometry*****Position and direction***Year 4Describing movements between positions as translations or a given unit to the left/right or up/down.Describing positions on a 2D grid as coordinates in the first quadrant.Plotting specified points and drawing sides to complete a given polygon. Year 5Identifying, describing and representing the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.  | **Geometry*****Properties of Shape***Year 4 Comparing and classifying geometric shapes including quadrilateral and triangles based on their properties and sizes. Identifying lines of symmetry in 2D shapes presented in different orientations. Completing a simple symmetrical figure with respect to a specific line of symmetry. Identifying acute and obtuse angles and comparing and ordering angles up to 2 right angles by size. Year 5Using the properties of rectangles to work out related facts and find missing lengths and angles.Distinguishing between regular and irregular polygons based on reasoning about equal sides and angles. Identifying 3D shapes, including cubes and other cuboids, from 2D representations. Knowing that angles are measured in degrees.Estimating and comparing acute, obtuse and reflex angles.Identifying angles at a point and one whole turn.Identifying angles at a point on a straight line and a ½ turn.Identifying other multiples of 90°Drawing given angles and measuring them in degrees.  | **Measurement** Year 4Comparing, estimating and calculating different measures including money in £ and pReading, writing and converting time between analogue and digital 12-hour clocks.Reading, writing and converting time between analogue and digital 24-hour clocks.Solving problem involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Converting between different unit of measurements.Measuring and calculating the perimeter of a rectangle shape in cm and m.Finding the area of rectangle shapes by counting squares.Calculating different measures. Year 5Solving problems involving converting between units of time.Converting between different units of metric measureUnderstanding and using approximate equivalents between metric and imperial units e.g. inches, pounds and pints. Measuring and calculating the perimeter of composite rectangle shapes in cm and m. Calculate and compare the area of rectangles (including squares) and using the standard cm² and m² to estimate the area of irregular shapes. Estimating volume and capacity.Using all four operations to solve problems involving money using decimal notation and scaling.  |
| ScienceThemes | Animals including humans (Biology)Yr 4 – Identifying and naming the parts of the human digestive systemYr 4 – Describing the functions of the organs in the human digestive systemYr 4 – Identifying and describing the different types of teeth and their functions in humansYr 5 – Making a timeline to indicate stages of growth in humans | Earth and space (Physics) Describing and explaining the movement of the Earth and planets relative to the sunDescribing and explaining the movement of the moon relative to the EarthExplaining and demonstrating how night and day are created.Describing the sun, Earth and moon using the term sphericalLight (Physics) Explain how light travels.Explain and demonstrate how we see objects.Explain how shadows have the same shape as the object that casts themCan explain how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass.  | State of matter (Chemistry)Yr 5 – Describing dissolving; and how to recover a substance from a solution. Discovering information about the separation of materials.  | State of matter (Chemistry)Yr 4 – Grouping materials based on whether they are a s, l or g Yr 5 – Sorting based on their properties and explain why they are fit for a certain purpose. Yr 4 Describing how some materials can change state and exploring these changesYr 4 – Measuring the temperature at which materials change stateYr 5 – Explain whether changes are reversible or notYr 4 – Describing the water cycleYr 4 – Explaining the part played by evaporation and condensation in the water cycle\*link to work on rivers in geography | Electricity (Physics)Identifying and naming appliances that require electricity to function.Constructing a series circuit.Identifying and naming the components in a series circuit.Drawing circuit diagrams.Predicting whether a lamp will light in a circuit.Describing the function of a switch in a circuit.Describing the difference between and conductor and insulator with examples of each. Sound (Physics) Describing how sound is made.Explaining how sound travels from a source to earsExploring the link between pitch and the object producing a sound.; and the volume of sound and the strength of the vibrations which produced it.Describing what happens to a sound as it travels away from its source. Forces Describing and explaining what gravity is and its impact on lives.Explaining the effect of air resistance, water resistance and friction.Explain how levers, pulleys and gears allow a smaller force to have a greater effect.  | Living things and their habitats (Biology)Yr 4 – Using food chains to identify producer, predators and prey; constructing own food chainsYr 4 Grouping living things in different ways.Yr 4 – Using classification keys to group, identify and name living things.Yr 4 – Creating classification keys.Describing how changing and environment could endanger living things. Yr 5 – Describing the life cycle of different living things and talk about the difference between theseYr 5 – Describing the process of reproduction in plants and animals |
| Working scientifically\*Ongoing:development of scientific vocabulary | Working scientifically**Focus: Setting questions, planning and predicting**Asking relevant scientific questionsPlanning an enquiry to explore a scientific questionMaking predictions with a reason | Working scientifically**Focus: Carrying out a fair test; improving accuracy of data**Setting up a test to compare two things.Making sure a test is fair and explaining why.  | Working scientifically**Focus: Measuring and observing accurately using a range of equipment**Making careful and accurate observations, including the use of standard unitsUsing equipment to make measurements e.g. data loggers, thermometers | Working scientifically**Focus: gathering data, recording, classifying and presenting using a variety of methods**Gathering, recording, classifying and presenting data in different ways to answer scientific questions. | Working scientifically**Focus: Reporting findings**Using observations and knowledge to answer scientific questionsUsing diagrams, keys, bar charts and tables and scientific language to report.Reporting in a variety of ways including oral and written.  | Working scientifically**Focus: Drawing conclusions, linking to real life and suggesting improvements**Drawing conclusions, explaining these and suggesting improvementsIdentifying differences, similarities and changes related to an enquiry. Using the outcome of test results to make predictions and set up a further comparative test.Explaining any relationships seen.Linking the findings to whether they prove or disprove an argument or theory. |
| Computing\*Ongoing: Digital Literacy/internet safety | Information Technology**Year 4** Yr 4 – Selecting and using software to accomplish given goals.Yr 4 – Collecting and presenting data.Yr 4 – Producing and uploading a podcast. **Year 5**Yr 5 – Analysing informationYr 5 – Evaluating informationYr 5 - Understanding how search results are selected and ranked.Yr 5 – Editing a film. Ongoing: Digital LiteracyYr 4 – Recognising acceptable and unacceptable behaviour using technology.Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe.  | Algorithms and programming**Year 4** Yr 4 – Experimenting with variable to control models.Yr 4 – Giving an on-screen robot specific instructions that take them from A to B**Year 5**Yr 5 – Combining sequences of instructions and procedures to turn devices on and off.Ongoing Digital LiteracyYr 4 – Recognising acceptable and unacceptable behaviour using technology.Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe.  | Algorithms and programming**Year 4** Yr 4 – Making an accurate prediction and explaining why they believe something will happen.Yr 4 – De-bugging a program. **Year 5**Yr 5 – Using technology to control an external device.Yr 5 – Designing algorithms that use repetition and 2-way selection. Ongoing Digital LiteracyYr 4 – Recognising acceptable and unacceptable behaviour using technology.Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe.  |
| History | **Aztecs**Yr 4 & Yr 5 - Using and creating timelinesYr 4 - Knowing about time differences in centuries and decadesYr 4 - Explaining how historic items and artefacts can be used to build up a picture of life in the pastYr 4 - Research two versions of an event and explain how they differ | **Shang Dynasty**Yr 4 & Yr 5 - Using and creating timelinesYr 4 - Knowing how the lives of wealthy people were different from the lives of poorer peopleComparing two or more historical periodsYr 4 - Researching what it was like for children in a given period of history and present findings to an audienceYr 5 – I can test out a hypothesis in order to answer a question.  | **Local History**Yr 4 & Yr 5 - Using and creating timelinesYr 5 - Explaining how parliament affects decision making in EnglandYr 5 - Explaining how the locality has changed over timeYr 4 - Explaining how an event from the past has shaped out life todayYr 5 – I can describe how crime and punishment has changed over a period of time |
| Geography | **Focus: Why people choose to live where they do.** Yr 4 – Explaining why people may be attracted to live in cities. Yr 4 – Explaining why people may choose to live in one place rather than another.Yr 5 – Explain why people are attracted to live by rivers.  | **Focus: Planning a journey from England to Mexico.** Yr 4 – Know the countries which make up the European Union.Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time.Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features.  | **Focus: World geography.** Yr 4 – Locating the Tropic of Cancer and CapricornYr 5 – Explaining the course of a river (Linked to Y4 science on the water cycle) Yr 5 – Naming and locating many of the world’s most famous rivers and mountainous area in an atlas.  | **Focus: British Isles, Great Britain and UK differences. Location of key physical and human features including islands off the shore of the UK.** Yr 4 – Explaining the difference between the British Isles, Great Britain and the United Kingdom.Yr 4 – Finding at least six cities in the UK, on a map. Yr 4 – Naming some of the main islands that surround the UK.Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features.  | **Focus: Features of villages, towns and cities.** Yr 4 – Carrying out research to discover features of villages, towns or Yr 5 – Explaining why many cities are situated on or close to rivers.citiesYr 4 – Collecting and accurately measuring environmental features e,g, rainfall, windspeed, noise levels.  | **Focus: Local area.** Yr 4 – Planning a journey to a place in England.Yr 4 – Naming the areas of origin of the main ethnic groups in the UK and the school.Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features.  |
| Design | **Construction project: Designing and building a temple based on Aztec style**Yr 4 – Producing plans and explaining theseYr 4 – Measuring accuratelyYr 4 – Learning to persevere and adapt work when original ideas do not workYr 5 - Coming up with a range of ideas after collecting information from different sourcesYr 5 – Producing a detailed, step by step planYr 5. – Making a prototype before making a final version | **Textiles Project: Designing and making a shadow theatre** Yr 4 – Evaluating products for both their purpose and appearanceYr 4 – Suggesting improvements for own designsYr 4 – Explaining how an original design has been improvedYr 5 – Using a range of tools and equipment competentlyYr 5 – Evaluating appearance and function against original criteria | **Food Project: Linked to Healthy Body/using local produce**Yr 4 – Knowing how to be hygienic and safe when using foodYr 4 – Presenting a product in an interesting wayYr 4 – Using ideas from other people when designingYr 5 – Knowing how to be both hygienic and safe in the kitchenYr 5 – Suggest alternative plans; outlining the positive features and draw backsYr 5 – Explaining how a product will appeal to a specific audience |
| Art Ongoing – experimenting using artists’ styles | CollageYr 4 - integrating digital images into art workYr 5 – Using images which have been created, scanned and found; altering them where necessary to create art.  | 3DYr 4 - Sculpting using clay and other mouldable materials.Visit to Barbara Hepworth and Tate Gallery; St Ives. Yr 5 – research the work of an artist and use these findings to replicate a style.  | DrawingYr 4 - Showing body language and facial expressionsYr 4 & Yr 5 Using marks and lines to show texture, draw objectsYr 5 – Using shading to create mood and feeling |  | PaintingYr 4 - Showing reflections in artYr 5 – Organise line, tone, shape and colour to represent figures and forms in movement | PrintingYr 4 - Using at least four different colours to print onto different materialsYr 5 – Create an accurate print design following set criteriaFabricYr 4 - Explaining some of the features of art from historical periodsYr 5 – Expressing emotion in art work |
| Music | Focus: SingingYr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their partYr 5 – improvising within a group using melodic and rhythmic phrasesYr 5 – Changing sounds or organising them differently to change the effectYr 5 – Choosing the most appropriate tempo for a piece of music | Focus: Composing, evaluating, improving and performingYr 4 – Performing a simple part rhythmicallyYr 4 – Improvising using repeated patternsYr 4 – Using notation to record compositions in small groups or on ownYr 5 – Composing music which meets specific criteriaYr 5 – Using a music diary to record aspects of the composition processYr 5 – Explaining why I think music is successful or unsuccessfulYr 5 – Suggesting improvements to own and others’ work | Focus: ListeningYr 4 – Explaining why silence is often needed in music and explain what effect it hasYr 4 & Yr 5 – Using notation to record and interpret sequences of pitchesYr 4 – Identifying the character in a piece of musicYr 4 – Identifying the different purposes of musicYr 4 – Begin to identify the style of work of Beethoven, Mozart and ElgarYr 5 – Describing, comparing and evaluating music using musical vocabularyYr 5 – I can contrast the work of a famous composer and explain my preferences |
| International Speaker | Focus: Speaking FrenchNaming and describing people, places and objects.Having short conversations; giving appropriate responses.Using knowledge of grammar to speak correctly (Yr 5 only)  | Focus: Reading FrenchReading and understanding short passages including stories and factual texts. Noting main points of the text.Reading a passage independently.Using a dictionary, glossary or context to work out unfamiliar words.  | Focus: Writing FrenchWriting simple phrases and paragraphs from memoryWriting simple phrases and sentences on a familiar topic.Change words and phrases within a text.Writing about what they like or dislike about a familiar topic |
| RE KS2Mix of lower and Upper BCornish Syllabus | The concept of worshipping a god figure in the Christian, Islamic and Hindu faiths. Related to the worship of Gods in Aztec times.  | Festivals in the Christian, Hindu and Islamic calendar. Link of the Aztec calendar to current Christian one.  | Belonging to a faith community. How Christians talk about God and the Trinity; what it means for their understanding of humanity. | Places of worship for Muslims and Hindus.What is the church? Local church and Truro cathedral. Pilgrimages for each of the three religions, identifying similarities and differences.  | Christianity in Cornwall – history and how this has shaped Cornwall in the present. Why people are attracted to Cornwall as a centre of spirituality and spiritual experience. | Prayer book rebellion of 1549. The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in Cornwall. |
| PESportsFitnessHealth | InvadersBootcampInside out | Dynamic danceBoxerciseGoing for goals | Swimming/gymStep to the beatYou are what you eat | SwimmingStriking/fieldingBlood and guts | Net gamesCool core (Pilates)Healthy body | OlympiansFitness frenzyGerm busters |
| Visits | Visitor: Local Vicar to talk about worshipping God. Other visitors from faith communities (if possible)  |  |  | Visit: Local church and Truro Cathedral | Visitor: historian who used to attend Mawgan School.  | Visit: Local trail |
|  |  |  | Swimming | *Swimming****Class 2 Play*** |  Assessment |  |
| Fund Raising |  | *UK-‘Children in Need’ -**Super Heroes* |  | *Supporting Others* |  | *Local-Sport/Health* |