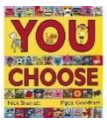
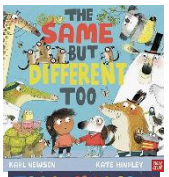
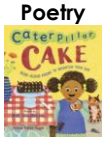
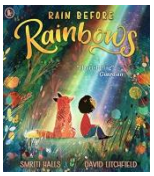
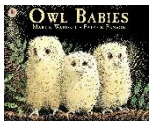
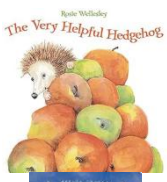
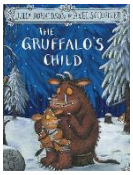
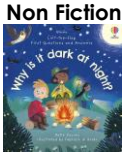
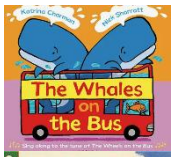
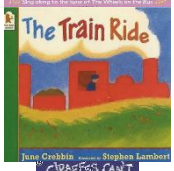
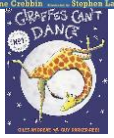
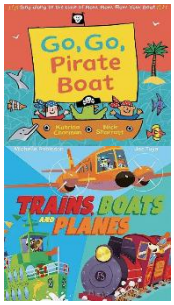
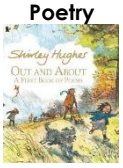
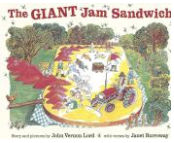
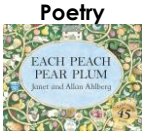
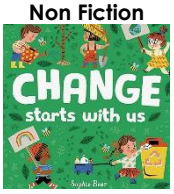
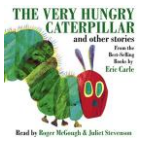
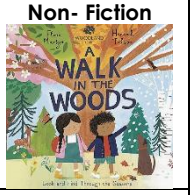
Sky Primary and Eden Project Nursery Curriculum Overview

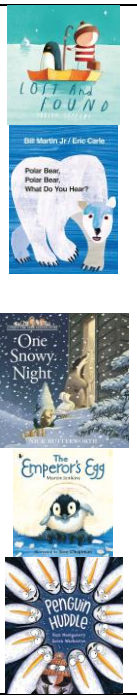
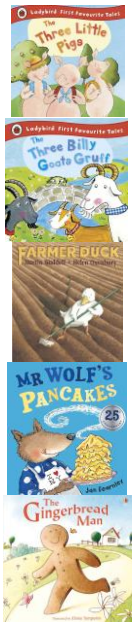
Year Group Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What makes me special?	What colours can we find?	What comes out at night?	How can we move on land, air and water?	What can we grow?	What lives outside?
Sustainability Principles	Energy and Climate	Adaptation for the future	Biodiversity	Health and wellbeing	Food and farming	Cycles and waste
Good Life Goals	17 – Come together	12 – live better	11 – love where you live	3 – stay well	2 – eat better 10 – be fair	15 – love nature
Key Reading Texts	**Fiction**   **Poetry**  	**Fiction**  **Non-Fiction** 	**Fiction**    **Non Fiction**  	**Fiction**     **Poetry**  	**Fiction**  **Poetry**  **Non Fiction**  	**Fiction**  **Non- Fiction** 
Nature-based curriculum	Children know that they are part of a new school community. Children explore their outdoors area and feel safe in all seasons/ weathers	Children explore living things in local environments and discuss how they have adapted to live there. Children start to take eco-friendly actions – Exploring nature, growing mini gardens.	Children can identify bugs and minibeasts in the local area.	Children begin to develop independent skills for personal hygiene – handwashing, brushing teeth, etc.	Children know that seeds grow into plants. Children plant seeds in containers. They use locally sourced food to create simple recipes. Children start to take eco-friendly actions – Exploring nature, growing mini gardens.	Children learn to clean up their own waste. When outside, children understand that we leave places as we find them and take our rubbish with us.

Literacy	I can fill in missing words from well-known rhymes. I can show a preference for a book or a song or a rhyme. I can join in with rhymes and stories. I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made. I notice sounds in the environment.	I can identify myself in a story and show enjoyment for stories about familiar people. I can hold a book, turn the pages and indicate an understanding of pictures and print. I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can notice and repeat sounds. I can use a range of tools to make marks and show an interest in my own marks and other marks.	I show interest in illustrations and print in books and print in the environment. I can understand that print has meaning. I can hold a book the right way up and turn pages by myself. I ascribe meaning to my marks.	I can talk about stories. I can make suggestions about what might happen next in a story. I know that print can have different purposes. I can tell an adult what my marks mean. I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can copy shapes, letter and pictures.	I can talk about events and characters in a book. I can tell a story to friends. I know that we read English text from left to right and from top to bottom. I can identify signs and symbols in the environment and recall what they mean. I can ascribe meaning to other marks, like on signage. I can identify sounds from my own name in other words. I can write some or all of my name. I can spot and suggest rhymes I can count or clap syllables in a word I can recognise words with the same initial sound, such as money and mother	**Comprehension:** I enjoy sharing a range of books. I can handle books correctly and with care. I can recognise some familiar words in print, e.g., own name or advertising logos. I enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. **Word Reading:** Hear general sound discrimination and be able to orally blend and segment. Recognise the initial sound in words. Recognise rhyming words. **Writing:** Give meaning to marks they make. Write own name. Use talk to organise describe events and experiences. Orally segment sounds in simple words. Form pre-writing shapes.
Maths	I can show interest in and join in with number rhymes. Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	I can understand 'more' and 'less' I can recite some number names in sequence. Make comparisons between objects relating to size, length, weight and capacity	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers up to 3. Solve real world mathematical problems with numbers up to 3. Talk about shapes.	Show 'finger numbers' up to 3. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Experiment with their own symbols and marks as well as numerals.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.	***Count objects, actions, and sounds. Subitise*** Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern
Communication and language	I can respond to my name and change my activity when encouraged I can use everyday words to talk about people I know. I can follow simple instructions with visuals I can listen and respond to adults and peers	I can join words together to speak in short phrases I can concentrate for slightly longer periods I can join in with a small group I can remember and join in with stories and rhymes	I can speak in 2–4-word sentences I can follow two-step simple instructions with visuals I can understand more simple questions and answer appropriately. I can express desires, feelings and needs	I can begin to understand and ask why and how questions I can remember and use new words. I can engage in imaginary role-play sometimes building stories around objects and toys	I can explain my own thinking/ideas I can describe the story settings and characters. I can join in with the repeated lines and refrains. I can begin to hold conversations with adults and peers.	I can listen carefully. I can engage in story times, rhymes, and songs. I can maintain attention in whole class/groups. I can follow instructions. I can use longer sentences up to 6 words. I can connect sentences using 'and'
Understanding the world	I enjoy joining in with family customs and routines. Make connections between the features of their family and other families. Notice differences between people.	I can remember and talk about significant events in my own experience. I show interest in different occupations E.g. fire fighters/nurse/police officers.	I can recognise similarities and differences. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	I can identify where things belong in my environment E.g.: where my bottle/coat/painting goes. I can talk about environments in stories.	Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect	Continue developing positive attitudes about the differences between people

	I am interested in photographs of myself and familiar people and objects. I am curious about people and show interest in stories about myself and my family. I can talk about what I was like when I was a baby.	I enjoy celebrating my birthday and that of others I can make observations about my immediate environment. I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Talk about what they see, using a wide vocabulary	I can talk about places I have visited (e.g.: the park/ASDA) I can follow positional language instructions. I am beginning to notice changes in my environment.	and care for the natural environment and all living things.	
Expressive arts and design	I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can use various construction materials. I can manipulate play dough (roll, knead) Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) I can recognise and name colours. I can mix colours to make new colours. Start to develop pretend play, pretending that one object represents another. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	I can join different materials and explore different textures. I can draw identifiable pictures. I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	I can talk about what I am creating. I can begin to use representation to communicate, e.g. dra wing a line and saying, 'That's me.' Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	I can draw a person with identifiable features. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	I have been exposed to a different range of artists. I can show interest and describe the texture of things. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas
Personal, social and emotional development	I can separate from my main carer with support An adult can distract me when I am upset	I can express my own feelings I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings. I can demonstrate friendly behavior and form good relationships with adults and peers.	I can separate from my main carer independently I can distract myself when I am upset. I can use an adult as a secure base. I can begin to accept the needs of others and can take turns and share resources. I can show confidence in asking adults for help	I can express my own preferences and interests. I can respond to a few appropriate boundaries. I can seek out others to share experiences.	I am beginning to understand about foods that are healthy and unhealthy I am confident to talk to other children when playing. I can usually tolerate delay when my needs are not immediately met. I welcome praise for what I have done.	I can talk about feelings. I can increasingly follow rules. I know my likes and dislikes. I can organise my belongings in the morning. I can manage my personal hygiene. I can build relationships with adults and peers.
Physical development	**Gross motor** Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. **Fine motor** I can hold a pencil (fisted/digital pronate grip) to make marks. I can turn the pages in a book. **Introduction to P.E.**	**Gross motor** I can climb stairs and steps using alternate feet **Fine motor** I can fit the pieces of a puzzle together. I can pick up tiny objects using a fine pincer grasp. I can use some one-handed tools and equipment with support. **Introduction to P.E.**	**Gross motor** Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. **Fine motor** I can use tweezers. I can use tools effectively in playdough (e.g. cutters/rollers) I can take off my own shoes. **Fundamentals**	**Gross motor** Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. **Fine motor** I can show increasing control over tools like pencils and crayons. I can use tools for mark making with control. **Fundamentals**	**Gross motor** Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Creates lines and circles pivoting from the shoulder and elbow **Fine motor** I can use scissors effectively to cut straight lines in paper.	**Gross motor** Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Put on own coats, shoes and socks Navigate the space safely **Fine motor** Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. **Ball Skills**

					I am beginning to use 3 fingers (tripod grip) to hold my pencil. I can use pincers, tweezers and threading equipment with increasing control and confidence. **Ball Skills**	
Great Works	Cornish Tea Treat	Singalong and sparkle	See school in the dark.	Sponsored bunny hop	A picnic to share food	A performance of the very hungry caterpillar
Trips and Enrichment	Harvest. Outdoor learning: creating families with stones, making clay animal faces, using nature to make costumes, making party sandwiches, mud kitchen play.	**Eden Partnership: Eden-led workshop**: The Rainbow Route A Pocket full of Eden **Eden Places:** Rainforest and Med Biome **Eden Event:** Father Christmas Singalong and sparkle.	Making animals with natural materials. Making owl waffles. Creating a den. Shadow puppets. **Eden Partnership: Sky-led**: Infants on Ice	Bike rides. Bus journey. Sponsored Bunny Hop.	**Eden Partnership: Eden teaching resources/lesson plans:** Wildflowers in schools - from seeds to seeds. Explore what grows at Eden. Go on a flower hunt. Visit the allotments.	Big butterfly count. **Eden Partnership: Eden-led workshop** The Rainbow Route **Eden lesson plan:** Minibeast Trackers

SKY PRIMARY AND EDEN PROJECT NURSERY

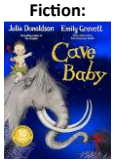
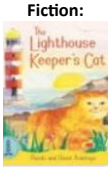
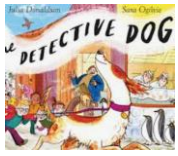
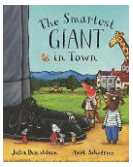
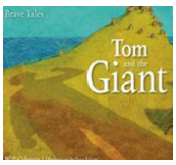
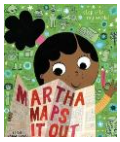
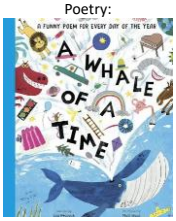
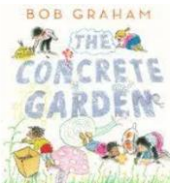
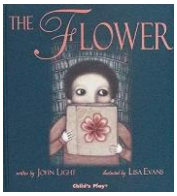
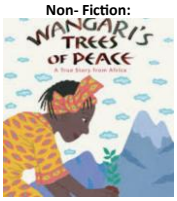
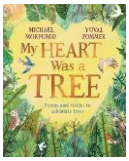
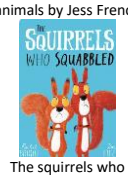
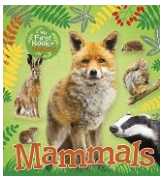
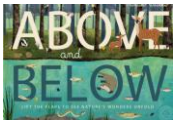
Year Group Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How do we get ready for our Sky Tea Treat?	How can we use our senses to explore the seasons?	Why do penguins huddle?	What food do we get from farms?	What will we find on our great plant hunters' expedition?	Which tales from the seashore can we share?
Sustainability Principles	Food and Farming	Adaptation for the future	Energy and climate	Cycles and waste	Health and wellbeing	Biodiversity
Good Life Goals	11 – Love where you live 17 – Come together	12 – live better	7 – use clean energy	2 – eat better	15 – love nature	14 – clean the seas
Key Reading Texts						
Nature-based curriculum	Children explore seasonal, local foods and celebrate Harvest Festival. Children use local recipes and ingredients to prepare a Sky Tea Treat Celebration. I can explore seasonal foods. Harvest festival. Use foods to prepare a Sky treat. I can explore my new school environment.	Children understand how some creatures are adapted to live in the cold and how they keep warm. **Action** – Children design an item to keep us warm in winter. **Skill** –children can use ideas from nature to inspire their designs	Children know that they are a valued member of a class and school community. Children are learning the SKY 'ways of being'. Families and community are regularly invited into school. **Action** – Children are learning to look after each other and see that we are part of one global family, connected to nature. **Skill** – Children begin to understand that their actions have consequences, to care for nature and to develop	Children begin to understand that plants have a life cycle. **Action** -Children water plants in the garden. **Skill** –Children learn how to plant seeds and care for plants. Children begin to understand the different cycles of life on a farm. They learn about the growing cycle of a plant and what plants need to grow. **Action** – children plant seeds to grow food plants.	Children begin to understand the importance of time in nature to my health. Children understand they can feel healthy, be healthy and live healthily in body and mind. **Action** – Children spend time outside connecting with nature. **Skill** – Children share games and activities to enjoy time in nature together. Learn how we can help the environment: Food growing Litter picking gardening	Children learn to identify different marine habitats and rockpool wildlife. **Action** – Children build an underwater habitat for marine animals. **Skill** – Children can identify and classify some marine plants and animals. To identify different marine habitats and rockpool wildlife. **Action** – To build an underwater habitat for marine animals. **Skill** – can begin to identify and classify animals.

			'environmental manners.'	**Skill** –children can identify parts of a plant.		
Literacy - Writing	Give meaning to marks they make. Write own name. Form pre-writing shapes	Spell to write VC and CVC words independently using set 1 graphemes. Orally compose a sentence and hold it in memory before attempting to write it. Write from left to right and top to bottom. Form recognisable letters.	Spell to write VC, CVC and CVCC words independently using set 1 and set 2 graphemes, including digraphs. Spell some irregular common (tricky) words independently. Holds a pencil effectively to form many letters correctly.	Spell to write VC, CVC and CVCC words independently using set 1 and set 2 graphemes, including digraphs. Spell some irregular common (tricky) words independently. Holds a pencil effectively to form many letters correctly.	Use writing in play. Write a simple phrase or sentence with a full stop. Include spaces between words. Make phonetically plausible attempts when writing Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.	Write short sentences with words with known letter-sound correspondences using finger spaces, a capital letter and a full stop. Make phonetically plausible attempts when writing more complex unknown words Re-read what they have written to check that it makes sense. Use a pencil confidently to form all letters correctly. Spell taught tricky words.
Literacy - Reading	Listen, enjoy and retell stories. Recognise own name. Hear general sound discrimination and be able to orally blend and segment. Recognise the initial sound in words. Recognise rhyming words. Begin learning RWI set 1 sounds.	**Comprehension:** Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). **Word Reading:** Read words and short texts including taught graphemes. Read some common exception words matched to the school's phonic programme.	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories Show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read. **Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories Show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read. **Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry). Make inferences to answer a question beginning 'Why do you think…?' in a picture book that has been read to them. **Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Fluently read sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Comprehension:** Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. **Word Reading:** Recognise at least 10 digraphs. Read set 2 words fluently. Read set 2 books fluently, including some common exception words.
Maths	Count objects, actions, and sounds. Subitise to 3 Matching, sorting & comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple patterns	Explore the composition of numbers to 5 Subitise to 5 Automatic recall number bonds up to 5 One more and one less (numbers up to 5) Have a deep understanding of numbers up to 5 Formation of numbers to 5 Exploring 2D shapes	**Alive in 5** Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 Find 1 more and 1 less in numbers up to 5 Composition 0 to 5 **Mass and Capacity** Explore and compare mass Explore and compare capacity **Growing 6, 7, 8** Find and represent 6, 7 and 8 Find 1 more and 1 less Composition of 6, 7 and 8 Explore odd and even numbers Double to 8 Combine 2 groups **Length, Height and Time** Explore and compare length Explore and compare height Talk about time Order and sequence time	**Building 9 and 10** Compare numbers to 10 Represent 9 and 10 1 more and 1 less Composition to 10 Bonds to 10 Doubles to 10 Explore even and odd **Explore 3D shapes** Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks Identify 3D shapes in the environment Identify more complex patterns Copy and continue patterns	**To 20 and beyond** Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 **How many now?** Add more How many did I add? Take away How many did I take away? **Manipulate, compose and decompose** Select shapes for a purpose Rotate and manipulate shapes Explain shape arrangements Compose shapes Decompose shapes	Count beyond 10. Add and subtract numbers within 10. Understand doubling and halving. Recognise even and odd numbers. Share and group resources. Automatic recall of number bonds within 10. Deep understanding of numbers below 10

Communication and language	Express ideas and feelings Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in sentences. Listen to and talk about selected non-fiction text to develop a deep familiarity with new knowledge and vocabulary. Begin to connect one idea or action to another using a range of connectives. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listen and understand instructions while busy with another task. Maintain an activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. Hold a back-and-forth conversation.
Understanding the world	**Past and Present** Begin to make sense of their own life story and family's history. Explore and talk about important events in the school or locality's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. **The Natural World** Explore the natural world around them. Talk about the features of their immediate environment with visual representations.	**Past and Present** Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past. **People, Culture and Communities** Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. **The Natural World** Use all their senses in hands on exploration of natural materials. Describe what they see, hear and feel whilst outside.	**People, Culture and Communities** Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some environments that are different to the one in which they live Describe a contrasting environment to their own. Use globes and maps to talk about the different places around the world. **The Natural World** Explore different habitats and animal adaptations for survival. Talk about the differences between materials and changes they notice. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**The Natural World** Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary. Understand the key features of the life cycle of a plant or animal. **People, Culture and Communities** Begin to identify the origins of some foods. Locally produced food is grown seasonally. Organic farms use natural products to keep the soil healthy.	**The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the key features of the life cycle of a plant and an animal. Understand their role in protecting the natural world. Plant seeds and care for growing plants. **Past and Present** Share stories and talk about significant people who lived in the past.	**People, Culture and Communities** Draw information from a simple map and identify landmarks of our local area. Create own maps. Comment and ask questions about the different parts of the local community. Use photos and pictures to locate places and places on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited. **Past and Present** Talk about the lives of the people around them and their roles in society. **The Natural World** Name some natural and man-made materials in the environment. Describe ways to look after the immediate environm ent. Describe, predict and sort things that float and sink and talk about the forces that they can feel.
Expressive arts and design	**Creating with materials** Create a portrait using various materials. Create a relief print of a leaf.	**Creating with materials** Manipulate clay effectively, including rolling, scraping, pinching.	**Creating with materials** Use multiple media to create a piece of art. **Artist Study** – Van Gogh	**Creating with materials** Learn and apply new printing techniques Using various materials to design and build houses. Construct simple	**Creating with materials** **Artist Study** – Georgia O'Keeffe Share their creations, explaining the process they have used	**Creating with materials** Use printing ink and printing rollers to create a monoprint. Use collage to represent the seashore.

	Use nature to create decorations for our Tea Treat (natural dyes and hapazome). Design and make costumes including hats, masks and necklaces. **Being Imaginative and Expressive** Develop storylines in their pretend play. Create simple dances to music	Mix colours to make other colours. **Artist Study** – Jackson Pollock Fireworks **Being Imaginative and Expressive** Remember and sing entire songs. Add movements to music. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Add white or black paint to alter the shade. Return to and build on their previous learning, refining ideas and developing their ability to represent them. **Being Imaginative and Expressive** Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	structures and models using a range of materials. **Being Imaginative and Expressive** Play instruments with increasing control to express their feelings and ideas. Retell the story of the Three Little Pigs. Perform a dance.	Create a flower using wet felting Create observational drawings of plants and flowers. Notice and add details when drawing. Use digital devices to take digital images or recordings of their creations to share with others. **Being Imaginative and Expressive** Listen attentively, move to, and talk about music, expressing their feelings and responses.	Construct models using recycled materials. Learn and apply joining techniques. Create collaboratively sharing ideas, resources, and skills. **Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, Move in time with music.
Personal, social and emotional development	Can talk about feelings. Understand healthy living and make healthy choices Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Know and talk about the different factors that support their overall health and wellbeing.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities. Show resilience and perseverance. Talk with others to solve conflicts.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings
Physical development	**Gross motor** Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Put on own coats, shoes and socks Navigate the space safely **Fine motor** Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. **Introduction to P.E.**	**Gross motor** Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Fine motor** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **Fundamentals**	**Gross motor** Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. **Fine motor** Use a comfortable grip with good control when holding pens and pencils. **Ball Skills**	**Gross motor** Demonstrate strength, balance and coordination when playing. Progress towards a more fluent style of moving, with developing control and grace. **Fine motor** Develop the foundations of a handwriting style which is fast, accurate and efficient Use more complex tools with confidence – hammers, tweezers, knives, peeler, pipettes **Dance**	**Gross motor** Develop overall body strength, coordination, balance and agility. Combine different movements with ease and fluency. **Fine motor** Develop the foundations of a handwriting style which is fast, accurate and efficient. Fasten zips independently. Use a range of small tools effectively for a purpose. **Games**	**Gross motor** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles safely, with consideration for themselves and others. **Fine motor** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Show accuracy and care when drawing. **Gymnastics**
Computing	Barefoot – Awesome Autumn. What patterns can we create in nature?		Barefoot –Busy Bodies What are the changes in our bodies?		Barefoot –Summer Fun. What can we find on a summer's journey?	
Great Works	A traditional tea treat	Sing along and sparkle	Polar quiz	Three little pigs – retelling	Art exhibition	Share books and riddles
Trips and Enrichment	Harvest	Fire services visit. **Eden Partnership: Eden-led Workshop:** A Pocket full of Eden **Eden teaching resources/lesson plans:** A Feast for the Senses	**Eden Partnership: Sky Led:** 60 things – penguin ice-skating RSPB Big School Bird Watch. Newquay Zoo Visit.	Incubator in class to hatch eggs. Visiting a local farm – Woodland Valley and Penrice farm.	60 things – forage for a meal cooked food on a campfire **Eden Partnership: Eden-led workshop:** The Rainbow Route Ready-Steady Sow **Eden teaching resources/lesson**	60 things – rockpool ramble. Beach trips.

		Rainforest Super Senses (AI to compare human senses with super senses of animals in the rainforest) **Eden event:** Father Christmas Sing along and sparkle			**plans:** Natures colours **Eden EXPLORIFY Resources:** Plant Take-away, Pitcher, Useful Parts of Plats **Eden Places:** Biomes and all productive gardens **Eden tour:** Growing Point nursery	

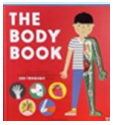
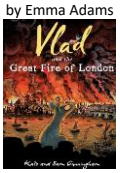
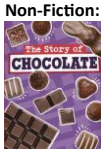
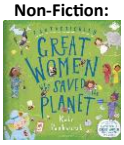
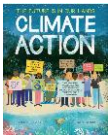
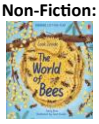
Year Group 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can we be Sky heroes?	How and why do we share stories?	What is it like to go on a mystery voyage?	Who is the giant of Sky?	How can we be garden designers?	What animals are local to us?
Sustainability Principles	Biodiversity	Energy and climate change	Adaption for the future	Food and farming	Cycles and waste	Health and well-being
Good Life Goals	5 – treat everyone equally	12- live better	6 – save water 8 – do good work	9 – make smart choices	15 – love nature	3 – stay well 14 – clean the seas
Key Reading Texts	**Fiction:** **Non-Fiction** **Poetry:** 	**Fiction:**  **Traditional Tales:** **Poetry:** Poems Aloud by Joseph Coelho **Non-Fiction:**	**Fiction:**   **Non-Fiction:** Amelia Earhart by Maria Isabel Sanchez Vegara. Greta Thunberg by Maria Isabel Sanchez Vegara. Poetry: 	**Fiction:**   **Non-Fiction:**  Poetry:  	**Fiction:**   **Non- Fiction:**  **Poetry:**  	**Fiction:** Ava loves rescuing animals by Jess French  The squirrels who squabbled by Rachel Bright **Non-Fiction:** Out of the blue by Elizabeth Shreeve Lifesize animals by Sophy Henn   **Poetry:**
Nature-based curriculum	Children learn about seasonal changes in early autumn. Children learn about local 'nature	Children find out about oracy traditions from different cultures to share nature/human	Children are beginning to learn about how living things adapt to their environment and influence	Children explore the local geographical landscapes. They learn about human and physical	Children begin to understand that the natural world doesn't create waste, but we do. Children identify and classify waste	Children understand how to look after nature in our local environment.

	heroes'; and how we can look after nature and wildlife in the school grounds and local area. Children learn that nature provides a vast range of natural materials that we use in our everyday lives (rubber, wool, moss, linen, etc). **Action** – Children look after different areas of the school to benefit everyone. **Skill** – Children understand that their actions and those of others have consequences.	connections (past, present and future). Children share traditional local stories to relate to our local culture.	human design ideas. **Action** – Children research brilliant inventions that are inspired by nature. **Skill** – Children use their knowledge and ideas to design a ship for a mystery voyage.	features, landmarks and how places have changed over time. Children learn about the china clay industry in the local area and how this has affected the landscape. **Action** – Children complete fieldwork to identify key human and physical features in our local area. **Skill** – Children use their knowledge of the local area to identify how the land is used. Litter picking. Reduce, reuse, recycle. Green Flag actions.	found in our local environment – what can be recycled? **Action** – Children manage a compost system in the school. **Skill** – Children observe the stages of the cycle of life – seed, plant, compost. Children begin to learn the names of native wildflowers and to appreciate the importance of restoring our wildflower meadows to create habitats. **Action** - Sowing seeds to create a climate wise garden, wildflower meadows-habitats. **Skill** – make biodiverse decisions. Children learn about the life cycle of a plant and what conditions plants need to grow. **Action** – Children use their knowledge to design a sustainable garden. **Skill** – Children planting and growing edible plants (for their garden designs) at school and at home.	Action – Children work together to protect and create local habitats to help animals survive. Skill –children can explain how their project makes a positive difference. Children can begin to identify and classify animals local to us. Begin to understand how the weather affects our lives
Writing – Fiction	Holding a sentence- Year 1 targets.	Traditional Tales	Holding a sentence- Year 1 targets.	A story with a familiar setting of the Giant of Sky.	A finding story.	
Writing – Non-Fiction	Instruction Writing.	Recount of how to light a fire for story telling	Instructions to pack for a mystery voyage			Non chronological report inspired by local animals.
Poetry	Poetry- Sky hero. 'I am fast like a....'			Poetry- Shape poetry	Poetry- My garden.	
Maths	Place Value to 10	Addition and Subtraction (within 10) Geometry	Place Value to 20 Addition and Subtraction (within 20)	Place Value to 50 Length and Height Mass and Volume	Multiplication and Division Fractions Geometry- position	Place Value to 100 Money Time
Science	Are the materials around us sustainable? Materials	What is on our bodies? Animals including humans – parts of the body and senses.	How does the weather impact a voyage? Seasonal changes	How can I make shadows giant? Scientific enquiry – changes across the seasons.	How does a garden grow? Plants	What animals are local to us? Animals including humans – identify, group and classify animals.
Geography		Where do I live? The UK – countries and capital cities. Locating Cornwall and out home.		Can I find signs of the giant of Sky? Local Area Study Fieldwork		How is South Africa different to the Cornish countryside? South Africa and the UK – compare and contrast weather patterns, climate and environment.

History	What is the history of me? What was important about Richard Trevithick? The History of me and my family. Richard Trevithick. Significant people in own locality.		Who has travelled on a mystery voyage before me? Sir Francis Drake and Earnest Shakleton Significant people and events beyond living memory.		How has our local industry changed? mining and China clay. History of Eden Project – from pit to paradise. Significant historical events and places locally.	
Art		Can I draw a self-portrait in the style of Picasso & Warhol?		Can I create landscapes pictures inspired by Ted Harrison?		Can I create a sculpture in the style of Andy Goldsworthy?
DT	Can I design and make a cape for our heroes' awards?		Can I Create a moving picture of a mystery voyage with a slider and lever?		Can I design and create an inspiring garden space?	
RE	What does it mean to belong to a faith or belief community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others?
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Computing	E-Safety: Self-image & identify. Online relationships. **Information Technology: Technology Around Us**	E-safety: Online relationships. Online bullying **Coding: On the move (Beebots)**	E-safety: Online reputation. Managing online information **Coding: start events**	E-safety: Health, well-being and lifestyle. **Creating Media: Digital Painting**	E-safety: Privacy and security **Computer Science: What is an algorithm and why are they useful?**	E-safety: Copyright and ownership. **Information Technology: Grouping Data**
Music	How can we make friends when we sing together? My musical heartbeat.	How does music tell us stories about the past? Dance, sing and play.	How does music make the world a better place? Exploring sounds.	How does music help us to understand our neighbours? Learning to listen.	What songs can we sing to help us through the day? Having fun with improvisation.	How does music teach us about looking after our planet? Let's perform together.
PE	Team building	Sending and receiving	Gymnastics	Invasion Games	Athletics	Striking and Fielding
Great Works	Sky hero award ceremony	Singalong and Sparkle. A recorded story to share with families	A mystery voyage challenge to create boats that float	Shadow puppet play to share our story – the adventures of the giant of sky	Creating a shared garden using our informed designs	An animal presentation video.
Trips and Enrichment	Being heroic in our local environment – litter picking, identifying and caring for habitats. Community visit- heroes in our local area.	Bonfire Night. Diwali. Road safety Week (14-20 Nov). **Eden Partnership: Eden event:** Father Christmas	Charlestown-shipwrecks Museum visit. Lighthouse visit. Visit from voyagers from Norway. 60 things – float in a boat	Field work- Cornish Giants and Landscapes. Investigation- Sky Tip, Wheal Martyn visit. 60 things – visit giant landscapes	Mei Loci visit Earth day- April Heligan gardens visit. Every flower counts. 60 things – litter pick **Eden Partnership:**	Big butterfly count World Environment Day World Oceans Day 30 days wild.

		Eden Places: visual storytelling at Eden – exhibits, sculpture and signs (as well as the oral story tellers)		**Eden Partnership:** **Eden talks/tours**: The making of Eden (China Clay, Giant Biomes, Giant plants) **Eden places:** Sky Pit (Eden) and Sky Tip Giant Eve (in wild Cornwall) Giant plants/leaves in the rainforest biome Giant Biome – biggest greenhouse	**Eden-led workshops**: Ready, Steady, Sow Green Machines, Building in Brazil **Eden teaching resources/lesson plans:** Wildflowers in schools. **Eden Places:** lots of different garden areas (compare Malaysian House Garden with Cornish Garden) **Eden talks/tours**: How can we be garden designers? **Eden tours**: Growing point nursery. The National Wildflower Centre	60 things – create a clay sculpture

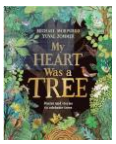
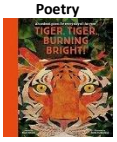
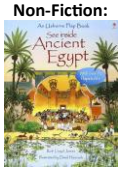
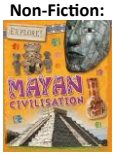
SKY PRIMARY AND EDEN PROJECT NURSERY

Year Group 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What do I need to be healthy?	How did London adapt after the great fire?	Where does chocolate come from?	How can our actions make a difference?	Why are bees brilliant?	Can we go on a seaside holiday journey through time?
Sustainability Principles	Health and well-being	Adaption for the future	Food and farming	Energy and climate change	Biodiversity	Cycles and waste
Good Life Goals	2 – eat better 3 – stay well	4 – learn and teach. 9 – make smart choices.	15 – love nature 11 – love where you live 13- act on climate	4 – Learn and teach 5 – treat everyone equally	10 – Be fair 15 – love nature 16 – make peace	8 – do good work 11 – love where you live
Key Reading Texts	**Fiction:** The secret sky garden by Linda Sarah and Fiona Lumbers **Non-Fiction:**  The body book by Hannah Alice My first green cookbook by Alice Bowsher All aboard the London bus by Patricia Toht and Sam Usher Stevie Wonder by Maria Isabel Sanchez Vegara	**Fiction:** The Great Fire of London by Emma Adams  Vlad and the Great Fire of London by Kate Cunningham and Sam Cunningham The Christmas Owl by Gideon Sterer and Ellen Kalish. **Poetry:** The Great Fire of London: A poem for kids by Paul Perro.	**Fiction:** The Great Chocopot by Chris V Callaghan **Poetry:** Chocolate cake by Micheal Rosen **Non-Fiction:**  NF: The story of chocolate by Gloria Koster	**Fiction:** The night bus hero by Onjali Q Rauf **Non-Fiction:**  Great women who saved the planet by Kate Pankhurst  Climate action by Georgina Stevens and Katie Rewse Rosa Parks by Maria Isabel Sanchez Vegara	**Fiction:** Fantastic Mr Fox by Roald Dahl Honey's Hive by Mo O'Hara Bee & me by Alison Jay **Poetry:** It starts with a bee by Jennie Webber The bee is not afraid of me by Emma Dai'an Wright **Non-Fiction:**  Look inside the world of bees by Emily Bone.	**Fiction:** Kate on the case by Hannah Peck The Mousehole Cat by Antonia Barber **Poetry:** Little turtle and the song of sea by Sheridan Cain. **Non-Fiction:** By the sea by Judith Homoki and Martin Haake What a waste by Jess French
Nature-based curriculum	Children know that being active, outside and caring for nature makes them feel better. Children know what all animals and humans need to survive (food, water, shelter). Children understand the importance of personal hygiene. **Action** – Children create a curry on the campfire.	Children explore how humans and societies adapted to change after the Great Fire of London. Action – Children create a fire safety plan for our fire pit in the meadow. Skill –Children compare the past and present to understand how we have adapted for our safety.	Children are beginning to appreciate the tastes, smells and textures of different foods; understand where our food comes from (spices, honey, chocolate). **Skill** – Children can talk about different types of farms (local/global). **Action** – Children take part in the Big School	Children survey how staff and children get to school. Children take action to improve energy consumption in the school; they use Energy Monitors and suggest sustainable energy ideas in the newsletter. Children work on actions for our Green Flag and Surfers against	Children understand why bees and other insects are so important to the health of our ecosystems. **Action** – Children create bee friendly habitats and learn to be beekeepers. **Skill** – Children can identify different species of bees. Gardening Beach Clean & litter picking.	Children learn that we can reduce the amount we waste by using less, reusing what we have and recycling as much as we can. Children explore the concept of 'holiday footprint' and how tourism affects our local beaches. **Action** - Children organise a beach clean or local area clean.

	☯ **Skill** – Children can explain the 5 ways to wellbeing. ☯Children research which items in the classroom use electricity. ☯Children understand how human activity causes air pollution		Clean. They identify personal actions to save energy in Every Action Counts campaign (Green Flag). ☯ **Skill** – Children find ways to save energy and money. ☯ Children understand the distinction between weather and climate. Children understand the concept 'food miles.' Begin to explain small scale issues: Eco activities - Cutting down food waste, recycling, reducing.	Sewage Awards and explore what actions others have taken to make a positive difference. ☯ Children understand why different plants grow in different parts of the world. Begin to explain small scale issues: Eco activities - Cutting down food waste, recycling, reducing	Reduce, reuse, recycle. Green Flag actions. Brilliant Bees pollination story	☯ **Skill** – Children can explain the meaning of Reduce, Reuse, Recycle, Reimagine, Repurpose, Recreate.
Writing – Fiction	Narrative – The Secret Sky Garden	Great Fire of London – Diary entry	The great chocoplot - Adventure story	Night Bus Hero – Adventure story		Journey Story – Kate on the Case.
Writing – Non-Fiction	Instructions on how to make a healthy meal	Postcard – Meerkat Christmas	Non-chronological report – chocolate journey	Biography – Rosa Parks	Explanation text: How bees make honey.	
Poetry				If I were in charge of the world	Kenning Poetry - Animals	Seaside Senses poetry
Maths	Place value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass Capacity Temperature	Fractions Time	Statistics Position and Directions
Science	How are our bodies brilliant? Animals including humans	How are materials useful? Materials	How are living things suited to their habitats? (Global focus) Living things and their habitats	What do plants need to grow and stay healthy? Plants	How are living things suited to their habitats? (Local focus) Living things and their habitats	How are materials part of our everyday lives? (Green houses) Materials
Geography	Would you rather live in London or St Austell? UK countries, capital cities and surrounding seas. Comparing London to St Austell.		Where does chocolate come from? The journey of chocolate and fair trade. UK and Tanzania – compare and contrast. Hot and cold countries.		Why are our countryside's important? Local industry – What does our countryside provide? Fieldwork Country vs Town	
History		What can we learn from the Great Fire of London? The Great Fire of London Significant event beyond living memory.		Who was Rosa Parks and Emily Davidson? Significant Individuals.		How have seaside holidays changed over the last 100 years?

						Changes within living memory. Local changes and events.
Art		**Observational Sketching** Drawing of still life using pencil and charcoal. (Charcoal London skyline) **Paul Kenton, Andrew Martin, JohnCurtisart.co.uk,** To design and make a sustainable structure- Tudor house.		Portraits- **Henri Matisse, Vincent Van Gogh, Frida Kahlo.** create a self-portrait		Seaside sculptures Barabara Hepworth. Eden sculptures
DT	Cooking and nutrition: To design, prepare and share a healthy curry		To design and make a suitable package for a chocolate bar		To design and make a beehive (structures and mechanisms)	
RE	Who is a Muslim and how do they live? (1)	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (2)	Why does Easter matter to Christians	What is the 'good news' Christians believe Jesus brings?	What makes some people and places in Cornwall sacred?
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Computing	Project evolve: self-image and identity Online Relationships **Information Technology: IT around us**	Project Evolve: online bullying, online relationships **Computer science: Programming Quizzes.**	Project Evolve: Online reputation. Managing online information **Coding: Barefoot and D.A.R.E.S**	Project Evolve: managing online information. Health wellbeing and lifestyle **Creating Media: Digital Photography**	Project Evolve: privacy and security **Computer Science: Algorithms and coding a robot to navigate a route.**	Project Evolve: copyright and ownership **Information Technology: Creating Media: Digital Music**
Music	How does music help us to make friends? Pulse, rhythm and pitch.	How does music teach us about the past? Playing in an orchestra.	How does music make the world a better place? Inventing a musical story.	How does music teach us about our neighbourhood? Recognising different sounds.	How does music make us happy? Exploring improvisation.	How does music teach us about looking after our planet? Our big concert.
PE	Ball Skills	Fitness	Dance	Gymnastics	Athletics	Striking and fielding
Great Works	Creating and sharing a curry on the fire pit using healthy food.	Creating a historical re-enactment of the Great Fire of London in class. **Singalong and Sparkle**.	Create a film to share the story of chocolate and fairtrade to others.	Exhibition of changemakers and unsung heroes and our Kindness Award Ceremony.	Publishing hexagonal book about bees.	Plan to go on a holiday. Use music to share our learning. Beach clean and beach party.
Trips and Enrichment	**Eden Partnership: Sky led:** Explore growing fresh food and spices	Fire station visit to explore how fire safety has changed.	Eden Biome Chocolate factory – Falmouth. Supermarket.	Surfers against sewage. Green Flag actions.	Local farm visit Beekeepers at Eden Honey cloths	Visit to Newquay Par Beach visit 60 things – sleep or stay

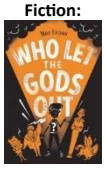
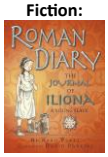
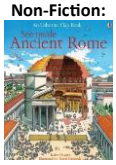
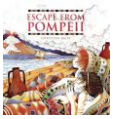
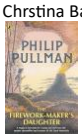
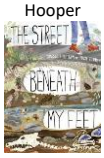
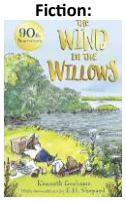
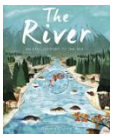
	at Eden that can be used in curries. Review our Eco actions and create new Green Flag actions. Create a bird feeder on the fire pit and make dens for instruction writing. 60 things – dragon's sneeze to light a fire	Bonfire night – fire circle in the meadow 60 things – dragon's sneeze to light a fire. **Eden Partnership: Eden Event**: Father Christmas	**Eden Partnership: Eden-led workshop:** Chocology 60 things – taste the chocolate in the rainforest	Visit Suez recycling centre. **Eden Partnership:** Sharing stories.	60 things – work with a beekeeper **Eden Partnership: Eden teaching resources/less on plans:** Wildflowers in schools. Bees lesson. **Eden Exhibits:** Observation Cornish Black Bee Hives	late in school grounds

Year Group 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How can we identify native trees through the seasons?	Who were the ancient inhabitants of Cornwall?	What will we learn on our rainforest adventures?	How did the Ancient Egyptians live in harmony with nature?	How does light help us to see?	What makes Cornwall unique?
Sustainability Principles	Food and farming	Cycles and waste	Biodiversity	Health and wellbeing	Adaption for the future	Energy and climate change
Good Life Goals	15 – love nature	17 – come together	10- be fair 13 – act on climate 15 – love nature	12 – Live better	7 – use clean energy 9 – Make smart choices	11 – love where you live 12 – live better 16 – make peace
Key Reading Texts	**Fiction:** By Ash, oak and thorn by Melissa Harrison **Poetry:** What do you see when you look at a tree? By Emma Carlisle  **My heart was a tree by Michael Morpurgo.**	**Fiction:** Stone Age Boy by Satoshi Kitamuru **Non-Fiction:** Stone Age non-fiction texts Street beneath my feet Charlotte Guillain and Yuval Zommer	**Fiction:** The explorer by Katherine Rundell A rainforest story: Animals of the Amazon by Jane Burnard Over and under the rainforest by Kate Messner and Christopher Neal **Poetry**  Tiger, Tiger Burning Bright by William Blake	**Fiction:** The Ancient Egypt Sleepover by Stephen Davies. **Non-Fiction:**  Inside Ancient Egypt by Rob Lloyd Jones	**Fiction:** The Chocolate Tree by Linda Lowery: A Mayan folktale. **Non-Fiction:**  Mayan civilisation by Izzi Howell On a beam of light by Jenifer Berne	**Fiction:** Cornish Folk Tales by Mike O' Connor **Non-Fiction:** Cornwall: The land you can count on by Alisdair Hoswell (Cornish and English language book). Pop-Up Cornwall by Robert Crowther
Nature-based curriculum	֍ Children explore where their food comes from and what foods are grown in the UK. They learn about the different foods - and other resources we get from trees (nuts, syrups, fruits). ֍ **Action** – Children work with kitchen staff to source local/UK food for school meals. They find out and share why it is important to buy food locally and sustainably. ֍ **Skill** – Children use their	֍ Children understand how different kinds of waste can be re-purposed. ֍ **Action** – Children manage and monitor the recycling system at school. ֍ **Skill** – Children measure types of recycling at school and identify which products we can aim to use less of. Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.	֍ Children understand the term Biodiversity. Children learn about the extraordinary biodiversity of our rainforests and why it is important to protect them. Children find out about indigenous people of the rainforest and how they live, work and play. Children can locate the rainforests on a world map and talk about their climate and habitats. **Action** – Children create leaflets to share how we can	֍ Children know that all things in nature are connected, including themselves. ֍ **Action** – Children plant native tress or heritage fruit trees. ֍ **Skill** – Children can articulate how they are connected to trees. ֍ Children can identify how the Egyptians used natural resources to help them thrive in their environment. ֍Children identify ways of travelling to school that have	֍ Children learn about light cycles and how we see colour. Children investigate how animals have adapted to darkness Children explore new inventions for light sources including sustainable light sources (e.g. use of solar power to create light). **Action** – Children create a sustainable light source. **Skill** – Children apply the knowledge from	֍ **Action** – Children celebrate Earth Hour with the school community. ֍ **Skill** – Children learn how to engage others in climate action. Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.

	understanding of the seasonal cycle of trees to identify harvest time for different trees. Children understand how trees help cool the planet and provide oxygen. Children know that the climate is always changing but is changing faster today than it has before. Children complete a tree survey of the school grounds and local area and create a native tree identification guide. **Skill** – Survey trees in the local area and identify which animals use them for habitats. Provide homes for animals in trees (bat and bird boxes).		help to protect the rainforests. Children plant trees and make bat and bird boxes to support our local tree dwellers. Children know that they are part of a global community and are connected to people, places and living things across the world. They know about food miles and Fair Trade. Children take part in the Big School Clean. Children understand how people and places are connected - cultural diversity and interactions: they begin to explain larger scale issues – deforestation; explore an issue local to global scale Complete project with linked school.	the biggest/smallest impact. They create a plan to promote sustainable travel and Walk/ Scoot/ Cycle to School Week. Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.	their research about new inventions to create their own invention.	
Writing – Fiction		Portal story Stone Age Boy	Adventure story - in the rainforest (The Explorer).	setting description - The Egyptian Cinderella	Mayan invention narrative	Cornish Folk Tale
Writing – Non-Fiction	Non-Chronological Report - Trees	Holiday Brochure – Skara Brae		Newspaper article – Ancient Egypt	Explanation Text – Light and Dark	Travel Guide - Cornwall
Poetry	Tree Poetry		Out there in the wild			
Maths	Place Value Addition & Subtraction	Addition & Subtraction Multiplication & Division	Multiplication & Division Length & Perimeter	Fractions Mass & Capacity	Fractions Money Time	Time Shape Statistics
Science	What do our local plants need to survive? Plants	What is the ground made of? Rocks and fossils.	Why do things move differently on different surfaces? Forces and Magnets	How do magnets affect different materials? Forces and Magnets	How does light travel? Light and shadows.	Are all animals the same? Animals including humans
Geography	Which trees can we find locally? Fieldwork: Local tree survey and identifying our local trees. Exploring the change in local and UK woodland and forest areas.		Why should we protect the rainforests? Rainforests, deforestation and fair trade. Compare local region and region in South America.			What is unique about our local area? Exploring the physical and human geography of the local area. Link with local culture – festivals, language, council, place names.
History		Who lived here long ago? Stone Age to Iron Age. (SA 8000BC-2500BC)		Who were the Egyptians? Ancient Egyptians (3100BC – 30BC)	How did ancient civilisations thrive? The Maya Civilisation.	

		(BA 2500BC-800BC) (IA 800BC-43AD) Local History – Iron Age settlements.			(2000BC-900AD)	
Art	Drawing – Fruits and vegetables grown locally **Carl Warner, Michael Brennand-Wood and Caravaggio.**		**South American Art** Drawing the other half of a famous image and collage rainforest landscapes. Colour theory. **Henri Rousseau, John Dyer, Nixiwaka Yawanawa.**		Sculpture: Compare the textures of rigid material compared to the use of clay, Modroc, papier Mache to create portraits. **Andrew Sinclair**	
DT		Textiles – making a stone age bag for gathering food.		Structures and material: make an Egyptian Shaduf		Cooking and nutrition: Make a Cornish pasty.
RE	What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to Muslims?	How do festivals and worship show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL: French	**A new start.** (Greetings, numbers and colours).	**Calendar and celebrations.** (Bonfire colours, days and months, the date, Christmas).	**Animals** (animal nouns, animal sentences, animal story).	**Carnival and numbers.** (Revisit numbers and colours, ask and answer 'how old are you?' commands in class, carnival culture, easter).	**The hungry giant.** (Fruit and veg nouns, counting, asking politely, story).	**Going on a picnic / Where I live.** (Food and drink nouns, picnic story, places in France, talking about where I live)
Computing	Project evolve: self-image and identity Online Relationships **Information Technology: Connecting computers**	Project Evolve: online bullying, online relationships **Computer science & coding: Fossil formation animation.**	Project Evolve: Online reputation. Managing online information **Coding: Create a 3D game using Kodu**	Project Evolve: managing online information. Health wellbeing and lifestyle **Information Technology: Stop-frame-animation for planet protectors.**	Project Evolve: privacy and security **Coding: events and actions in programs.**	Project Evolve: copyright and ownership **Information Technology: Desktop publishing.**
Music	How does music bring us closer together? Writing Music Down.	What stories does music tell us about the past? Playing in a band.	How does music make the world a better place? Compose using your imagination.	How does music help us to get to know our community? More musical styles.	How does music make a difference to use every day? Enjoying improvisation.	How does music connect us with our planet? Opening night.
PE	Fundamentals Yoga	Football Fitness	Gymnastics Tag Rugby	Netball Swimming	Athletics Dodgeball	Tennis Rounders
Great Works	Create and share native tree guides on a Tree Trail Walk.	A sharing of skills and stories from the ancients.	The rain-shaker mission arts project	Create an artefact museum	A science centre exhibition to share ingenious light devices and inventions.	Write and publish a guide to Cornwall including Cornish language, place names, etc.
Trips and Enrichment	Visiting local woodlands 60 things – treetop climb. Plant a tree.	Visit Castle an Dinas. **Eden Partnership:**	**Eden Partnership:** **Eden-led Workshop:** Rainforest rangers Puzzling Plants	Royal Cornwall Museum Visit - Egyptians	60 things – create a natural torchlight for nighttime.	60 things – a class coastal walk.

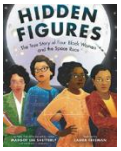
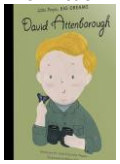
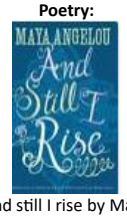
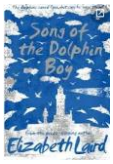
	Eden Partnership: **Eden teaching resources/lesson plans:** Learning with Leaves How drawings could save your life **Sky-led:** Comparing native trees to trees from other climates.	**Eden teaching resources/lesson plans:** The Great Fossil Hunters.	Rainforest Uncovered **Eden Virtual Workshops:** Rainforest Signals and Senses, Rainforest Connections **Eden/Harmony EOL**: What will we learn on our Rainforest Adventure? **Eden teaching resources/lesson Plans:** Rainforest Arrangers (identification and classification) Rainforest Super Senses (uses AI to compare human senses with super senses of animals in the rainforest).	**Eden Partnership:** **Eden teaching resources/lesson plans:** Our sustainable school	**Eden Partnership:** **Eden teaching resources/lesson plans:** Darkness Dwellers.	Trying Cornish Foods.

Year Group 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What can we learn from the Ancient Greeks?	What is it like to live in modern Greece?	Why did the Romans invade and how did Britain respond?	What makes the Earth explode?	Where does energy come from?	From source to sea: What journey does a river take?
Sustainability Principles	Biodiversity	Food and farming	Adaption for the future	Health and wellbeing	Energy and climate change	Cycles and waste.
Good Life Goals	3 – stay well 10 – be fair	2- eat better	16 – make peace	17 – come together	7 – use clean energy 13- act on climate	6 – save water 14 – clean the seas
Key Reading Texts	**Fiction:**  Who let the Gods out by Maz Evans Theseus and the Minotaur – Hugh Lupton and Daniel Morden **Poetry:** Echo Echo	**Fiction:** The mapmakers race by Eirlys Slade **Non-Fiction:** Bella and Harry: Let's visit Athens by Lisa Manzione Non-fiction books about Greece	**Fiction:**  Journal of Iliona by Richard Platt Romans on the rampage by Jeremy Strong **Non-Fiction:** 	**Fiction:**  Escape from Pompeii by Chrstina Balit  The Firework maker's daughter by Philip Pullman **Non-Fiction:** The pebble in my pocket by Meredith Hooper  The street beneath my feet by Charlotte Guillain	**Fiction:** Cogheart by Peter Bunzl The lost thing by Shaun Tan **Non-Fiction:** Nikola Tesla by Maria Isabel Sanchez Vegara	**Fiction:**  The wind in the willows by Kenneth Grahame **Poetry:** Once upon a raindrop James Carter  The River by Patricia Hegarty
Nature-based curriculum	Children investigate the natural wonders of ancient Greece and how the Ancient Greeks related to the natural world. Children elect Energy Monitors to ensure classroom lights, display screens are switched off. Children create posters to promote responsible energy use in school and at home.	*(linked to Ancient Greeks in Autumn 1)* Children understand how farming in Greece has changed over time. They consider how we grew food in the past and how we might farm in the future. Children find out about the most popular foods currently grown in Greece. **Action** – Children create a Greek themed feast. **Skill** – Children can explain how farming has changed over time.	Children explore how the Ancient Romans lived in an environmental and sustainable way: waste management systems, use of aqueducts and drains, successful farming, etc. Children consider what the Romans left behind that we still use today. **Action** – Children design a system that can move water to plants sustainably. **Skill** – Children apply and connect ideas from history that could be used for a sustainable future.	Children know that their wellbeing is positively affected by being active outside and eating together in nature. Children find out about how people react to natural disasters; and measures people take to keep themselves safe during natural disasters. **Action** – Children make plans to support people and an environment in an area of natural disaster. **Skill** – Children can explain the effects of a natural disaster and how	Children understand that burning coal, oil, gas has climate impact. They understand the basic processes of climate change. Children know that some natural processes (tree growth, healthy soils and oceans) take greenhouse gases out of the atmosphere. **Action** – Children run school energy saving challenges. **Skill** -Children learn how to measure energy and how to take action to reduce energy consumption.	Children understand and can explain how the water cycle works and what we can do to conserve water. **Action** – Children can walk the course of a river - from source to sea. **Skill** – Children measure the width of the river and rate of flow at different points along the river. Children know how to survey and record species in rivers/wetlands habitats. They can talk about the biodiversity of these habitats. **Action** –

		To explore the different range of fauna, flora and animal habitats in Greece and consider how the climate affects the types of animals and plants that live there. over time.		we can support the environment. Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.	Eco actions: Gardening litter picking. Reduce, reuse, recycle. Green Flag actions.	Children work with an organisation to create (or look after) a wetland habitat on the school grounds or local area. **Skill** – children can identify and classify species whilst pond dipping. Helping the environment through eco activities – natural flood management
Writing – Fiction	Myth – Theseus and the minotaur	Setting description in narrative – Greece	Diary – Journal of Iliona.	Adventure narrative – The Firework Maker's daughter	Fantasy – Cogheart	
Writing – Non-Fiction	Instructions – How to care for a mythical beast.	Persuasive text – what does Greece have to offer?	Discussion Text: Were the Romans Army the best?	Newspaper report on a natural disaster	Biography – Nikola Tesla	Script for a factual tour – once upon a raindrop
Poetry	Greek Poetry				Industrial revolution poetry	The River by Valerie Bloom
Maths	Place Value Addition & Subtraction	Measurement Multiplication & Division	Multiplication & Division Length & Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position & Direction
Science	Why do we need teeth? Animals including humans	Can materials change their state? States of matter	Why do animals live in different habitats? Living things and their habitats	How do we hear? Sound	How can we create electricity? Electricity Use of renewable energy for electricity.	What is the human impact on habitats? Living things and their habitats
Geography		Who are our European neighbours? Countries of Europe. Compare local region and region in European country – Greece.		How powerful is our Earth? Volcanoes and Earthquakes.		How does a river change along its journey? Rivers with fieldwork study.
History	How did the Ancient Greeks use the natural world? Ancient Greeks. (2000BC-146AD)		How did the Romans adapt to life in Britain? Ancient Romans (700BC-476AD)		What was the impact of the industrial revolution in Britian? Significant turning point in British History.	
Art	**Observational Sketching** Buildings, structure, 3D shapes – Greek architecture **Renaissance Architecture.**			**Watercolours** Using watercolours to create different art styles. **Katsushika Hoksuai, JMW Turner**		Sculpture **Creating 3d Insects** Using clay, sticks, pipe cleaners etc. **Louise Bourgeois and Jennifer Angus**
DT		Cooking and nutrition: make	Textiles: Making a		Levers, gears and pulleys to create	

		and design a healthy Greek dish	Roman draw string purse Making an aqueduct.		a device to pick up / move coal out of a mine.	
RE	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people in Cornwall mark significant events in community life?
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
MFL: French	**Welcome to school** (Recap core language, rooms in a school, classroom objects).	**My town, your town.** (Commands, shops, asking and giving directions).	**Alien Family** (French epiphany, family members, personal information, face parts and numbers).	**Moving our bodies** (face and body parts nouns and commands, yoga with body parts, alien creations).	**At the doctors and jungle animals.** (aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story).	**Summertime.** (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay).
Computing	Project Evolve: self-image and identity Online Relationships **Information Technology: The Internet**	Project Evolve: online bullying, online relationships **Coding: Using repetition for shapes and crystal flowers**	Project Evolve: Online reputation. Managing online information **Information Technology: creating media Audio Production**	Project Evolve: managing online information. Health wellbeing and lifestyle **Computer Science: Understanding program inputs, outputs and control. Classroom sound monitor.**	Project Evolve: privacy and security **Information Technology: creating media Photo editing**	Project Evolve: copyright and ownership **Computer Science: Data Dash.**
Music	How does music bring us together? Musical structures.	How does music connect us with our past? Exploring feelings when you play.	How does music improve our world? Compose with your friends.	How does music teach us about our community? Feelings through music.	How does music shape our way of life? Expression and improvisation.	How does music connect us with the environment? The show must go on!
PE	Tennis Gymnastics	Dance Tag Rugby	OAA Football	Handball Swimming	Athletics Dodgeball	Tennis Rounders
Great Works	A modern retelling of Greek myths to share how the ancients made sense of the world	Create and share a Greek Mezze.	A pop-up museum with artifacts, art, costumes and weaponry.	Making a working 3D volcano model	Publish a guide to help families make renewable energy choices be more sustainable.	(60 things): Plan and go on an expedition – from source to sea along the Saints Way
Trips and Enrichment	Harvest **Eden Partnership**: **Eden-led Workshop**: Ancient Greece and Edenauts	Virtual tour of Greece. **Eden Partnership**: **Sky-led:** Exploring the types of plants that grow in the Mediterranean Biome. Christmas Carol Concert.	Identify things left behind by the Romans in our local area: A Roman walk.	Exploring different types of rocks on the beach Create an earthquake safe structure.	Electrician Visit – Using solar panels to power devices. Suez energy recovery visit – St Dennis. Exploring the school's sources of energy. **Eden Partnership:** Renewable energy on the Eden site:	River journey and fieldwork 60 things – river expedition. Beaver/otter conservation project. Plot a route on my map. Find our way with a route map. **Eden Partnership:**

					Solar and Geothermal	**Eden teaching resources/lesson plans:** **Eden EXPLORIFY resources**: Liquid of Life

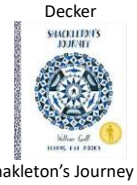
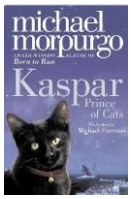
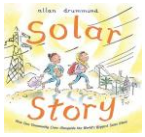
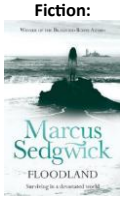
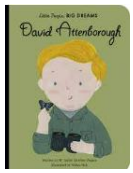
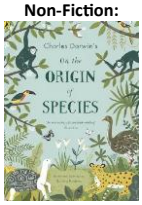
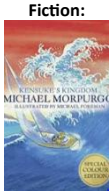
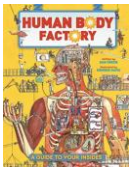
Year Group 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What was the impact of invaders and settlers?	How did trade get global?	What can we learn from the solar system and stars?	How can we protect our local wildlife?	How were our white pyramids created?	How can we ensure our oceans stay amazing?
Sustainability Principles	Adaptation for the future	Food and Farming	Cycles and waste	Biodiversity	Energy and climate change	Health and wellbeing
Good Life Goals	12 – live better	1 – Help end poverty	4 – learn and teach	15 – love nature 17 – come together	11- love where you live	6 – save water 14 – clean the seas
Key Reading Texts	**Fiction:** The 1000-year-old boy by Ross Welford **Non-Fiction:** 	**Fiction:** The girl of ink and stars by Kiran Millwood Hargrave **Non-Fiction:** The Lost Book of Adventure by an Unknown Adventurer. The world that feeds us by Nancy Castaldo.	**Fiction:** Cosmic by Frank Cottrell Boyce **Non-Fiction:**  Hidden Figures by Margot Lee Shetterly 	**Fiction:** Running the roof of the world by Jess Butterworth **Poetry:** The lost words by Robert Macfarlane and Jackie Morris **Non-Fiction:**  David Attenborough by Maria Isabel Sanchez Vegara	**Fiction:** Wonder by RJ Palacio (PSHE link) **Poetry:**  And still I rise by Maya Angelou.	**Fiction:** Why the whales came by Michael Morpurgo  Song of the Dolphin Boy Elizabeth Lard **Non-Fiction:** The big book of the blue by Yuval Zommer
Nature-based curriculum	☯ Children learn about plastic waste and the impact of biodegradable plastics ☯ Children learn how the Anglo-Saxons built in areas with natural resources – food, water and wood to build their homes. ☯ **Action** – Children design a packed lunch with zero waste. ☯ **Skill** – Children use their ideas to design new packaging ideas that are biodegradable.	☯ Children understand that we are connected to people and places globally through the products we buy. They understand the importance of looking after people and places – global food connections, food miles, fair trade, food from the sea. ☯ **Action** – Children create a feast from food they have grown, foraged or traded. ☯ **Skill** – Children measure food miles to help make sustainable decisions. ☯ Children understand about food miles linked to global trade. They assess which items on the school lunch menu have the biggest/smallest impact in terms of food miles and	☯ Children understand the effect of the moon cycle on our coastline. ☯ **Action** – Children carry out a beach clean. ☯ **Skill** – Children can read a tide timetable and explain how the tides are created. Eco Actions: Beach Clean & litter picking. Begin Ocean friendly award with Marine Conservation Society.	☯ Children can explain the importance of biodiversity within different local habitats and why we need to restore these habitats. ☯ **Action** – Children share their knowledge to educate others about the importance of local habitats. ☯ **Skill** – Children use their science enquiry skills to record and compare species in a habitat survey, looking for patterns, similarities and differences.	☯ Children learn about energy used within local past industries – China clay and mining. ☯ Children to visit China Clay and investigate how our local White Pyramids came to be on our landscape. ☯ Children to identify how our local industry connected us to other places in the world. ☯ Action – Children create leaflets to share their knowledge of China Clay and its history. Gardening Beach Clean & litter picking.	☯ Children know that their wellbeing is positively affected by being active outside (including green and blue environments). ☯ **Action** – Children try a water sport. ☯ **Skill** – Children can articulate how their experiences in/around water make them feel ☯ Children know that the ocean systems effect weather systems and have an impact on maintaining our climate. Eco Actions: Helping the environment

		transport methods. They begin to understand that food is part of a complex global system and to consider possible solutions. **Action** – Children suggest ways to consume less and use more local produce – think global act local. They grow vegetables to cook/trade for their Great Works Feast. **Skill** – Children lead on sustainability issues e.g. energy, waste, food to help reduce how much we consume in the school.			Ocean friendly award.	through eco activities – coastal erosion e.g. St Austell Bay seagrass project
Writing – Fiction	Adventure story – Anglo-Saxons	Journey story – the girl of ink and stars	Narrative – science fiction: Cosmic		Friendship story - Wonder	Diary – why the whales came.
Writing – Non-Fiction	Anglo-Saxon speech	Persuasive letter – food miles.	Journal – Mars Transmission	Biography – David Attenborough		Non-chronological report: protecting the oceans
Poetry				The most dangerous animals in the world	Maya Angelou – and still I rise	
Maths	Place Value Addition & Subtraction	Multiplication & Division Fractions	Multiplication & Division Fractions	Decimals & Percentages Perimeter & Area Statistics	Shape Position & Direction Decimals	Negative Numbers Converting Units Volume
Science	Can I slow down a force? Forces	How do we change over time? Animals including humans.	What is beyond our world? Space	What can we do to protect creatures and their habitats? Living things and their habitats.	How do we know which materials to use? Properties and functions of materials.	What materials are in our oceans that shouldn't be? changing of materials.
Geography		How did trade get global? Global Trade Food Miles Fair Trade.		What will we see on a journey through India? Exploring the vast differences in places across India. Comparing a region in India with a region in the UK. Investigating mountains		How are our coastlines changing? Fieldwork: Coasts and coastal erosion.
History	What did the Anglo-Saxons and Scots leave behind in Britain? Anglo-Saxons and Scots. (410AD-1066AD)		How did the Vikings navigate to Britain? Vikings (700AD – 1100AD)		Who created our white pyramids? Local history study of industry and connection to other places globally.	
Art	Can I draw in the style of Banksy? **Julian Opie, Banksy.**			**Botanical Art** Colour Theory. **Margaret Mee, Marianne North, Maria Sibylla Merian,**	**Sculpture - Pottery** The use of clay and progressively making a clay pot/clay mask.	

				Elizabeth Blackwell, Sydney Parkinson, Anne Pratt, Arthur Harry Church	**Heather Knight, Mark Wallinger, Barbara Hepworth.**	
DT		Mechanical: Cams Moving Toys. To show a form of transport used within farming and trade. Electrical: Make a light up Christmas decoration.	Woodwork and structure: Design and create a sundial.			using CAD 3D modelling software first to design a ship Tinkercad - Create 3D digital designs with online CAD Structure and Materials, Textiles Design, make and evaluate a modern-day ship with sails.
RE	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah important to Jewish people?	What would Jesus do? (Christians and how to live)	What matters to humanists and Christians?
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
MFL: French	**Me and my friends at school.** (Extended feelings, recap personal information, introduce a friend, subjects and opinions).	**Time in the city.** (French city, buying a ticket, directions, descriptions, shopping, festive jumper).	**At the market.** (Fruit and veg nouns, class survey, prices, market dialogue, recipe).	**Clothes** (clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write).	**Out of this world.** (id cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster).	**Going to the seaside.** (items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach).
Computing	Project evolve: self-image and identity Online Relationships **Information Technology: Systems and searching**	Project Evolve: online bullying, online relationships **Coding: Maths Quiz Variables**	Project Evolve: Online reputation. Managing online information **Computer Science and Coding: Solar System Simulation.**	Project Evolve: managing online information. **Information Technology: Creating Media: Climate Crisis video production.**	Project Evolve: Health, wellbeing and lifestyle. **Computer Science: Understanding sequences to predict what a program will do.**	Project Evolve: privacy and security. Copyright and ownership **Information Technology: Creating Media: Introduction to vector graphics**
Music	How does music bring us together? Melody and harmony in music?	How does music connect us with our past? Sing and play in different styles.	How does music improve our world? Composing and chords. Gustav Holst's Planet Music.	How does music teach us about our community? Enjoying musical styles.	How does music shape our way of life? Freedom to improvise.	How does music connect us with the environment? Battle of the bands.
PE	Basketball Gymnastics	OAA Football	Dance Badminton	Hockey Swimming	Athletics Tag Rugby	Cricket Yoga
Great Works	Live a day in the life of a stone-age person. Mini tribal battle and settlement creation and meal.	Create and share a feast using ingredients that can be grown, foraged, made or traded.	Publish an online guide for a space explorer.	A conference to share our learning about what we can do to protect our local wildlife.	A sky pyramid 'great pottery throw down' and exhibition	60 things: Create sculptures from beach clean finds to share stories and our learning about reducing ocean pollution. (Artivisim)
Trips and Enrichment	Harvest. Dupath Well Anglo-Saxon visit.	**Eden Partnership:**	Residential – Space camp.	60 things – Make a home for wildlife.	China Clay works visit – Wheal Martyn, Eden	60 things – go swimming in the sea

	St Michael's Mount – Medieval life.	**Eden-led Workshops:** The Great Plant Explorers. Sustainability Sussed Christmas carol concert.	Newquay Space port visit. Beach Clean. 60 things – Go stargazing and look for constellations. Nighttime campfire stories and singing.	**Eden Partnership: Eden teaching resources/lesson plans:** Paradise Pastures – working scientifically to investigate biodiversity in the school grounds (6 lessons)	Project – compare with past photos. 60 things – nighttime campfire stories and singing	Southwest Water visit. Trying a water sport.

SKY PRIMARY AND EDEN PROJECT NURSERY

Year Group 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How do the Innuit of the arctic live with nature?	How does light travel?	How will we rise to the challenge of climate change?	What can we learn from life on the home front?	The Cornish emigration: why did they leave and where did they go?	What will make me a great leader?
Sustainability Principles	Biodiversity	Cycles and waste	Energy and climate	Food and Farming	Health and wellbeing	Adaptation for the future
Good Life Goals	7 – action on climate 13 – use clean energy	7 – use clean energy 11- love where you live	12 – love better 13 – action on climate	2 – eat better 3 – stay well	17 – come together	4 – learn and teach 9 – make smart choices 10 – be fair 11 – love where you live
Key Reading Texts	**Fiction:** Eskimo Folk tales by Knud Rasmussen The giant bear by Jose Angutinngurniq **Non-Fiction:** I am Innuit by Brian Adams and Julie Decker  Shakleton's Journey by William Grill Earnest Shackleton by Maria Isabel Sanchez Vegara	**Fiction:**  Kaspar prince of cats by Michael Morpurgo  Solar Story by Allan Drummond **Non-Fiction:** How it works light by Sarah Hull	**Fiction:**  Floodland by Marcus Sedgwick The last bear by Hannah Gold **Non-Fiction:**  David Attenborough by Maria Isabel Sanchez Vegara	**Fiction:** Letters from the lighthouse by Emma Carroll **Non-Fiction:**  Origin of the species by Sabina Radeva	**Fiction:**  Kensuke's Kingdom by Michael Morpurgo **Non-Fiction:**  Human Body Factory by Dan Green	**Fiction:** The Final Year by Matt Goodfellow The arrival by Shaun Tan **Poetry:** If by Rudyard Kipling.
Nature-based curriculum	֍ Children explore the biodiversity of fauna, flora and habitats in the arctic regions and understanding how this relates to climate. ֍ **Action** – Children share the	֍ Children can describe the incredible migratory cycles of different species and what is threatening these cycles of migration. ֍ **Action** -Children map out different cycles (seasons,	֍ Children can clearly articulate the link between burning fossil fuels and climate change, using appropriate scientific vocabulary ֍ Children can name and explain key carbon sinks – forests, peatlands, oceans,	֍ Children learn about the land army and Dig for Victory of WW2 - and how this affected Britain's landscape. ֍ Children can explain why we need regenerative farming systems	֍ Children explore the functions of the human body that we need to survive. ֍ Children consider how nature helps to provide what we need for these functions – oxygen, food and water.	֍ Children consider their personal skills and how they can use them to make a positive difference to the planet. ֍ **Action** – Children plan a change-maker project.

	importance of nature to the Inuit people and the importance of nature connection to our health and wellbeing. **Skill** – Children can articulate their appreciation for the beauty, awe and wonder of nature's biodiversity and why it's important to preserve it.	migration) and highlight the ways they are being threatened e.g. weather patterns/events, climate change and ocean temps. **Skill** – Children identify how we can support migratory species that visit our local area.	algal blooms, healthy soil. Children find out the energy efficiency rating of different items in school/home. They calculate the carbon footprint of the school (including travel, food, resources, energy use). Children suggest ways they can reduce their own carbon footprint. They explore positive solutions to support the climate at Eden Project and in the local area. **Action** - Children monitor school energy use – both to save money and reduce Co2 emissions. **Skill** – Children lead on monitoring school energy and promote reducing energy use to mitigate against climate change. Children explore what people are doing to support climate in the local area. Children create a plan to improve people's knowledge and understanding of climate change and the impact on biodiversity.	and what we can do to reduce the amount of food we throw away. **Action** – Children grow seasonal vegetables to make soup. **Skill** – Children can describe seasonal foods; and explain the concepts of self-sufficiency, food security and resilience (life on the home front).	**Action** – Children inspire and demonstrate positive action for the planet. **Skill** - Children work together to create and share ideas for sustainable living.	**Skill** – Children understand they can create positive change in the world. Eco Actions: Understand people and places- cultural diversity and interactions: complete a green citizen journal logging eco learning. Reduce, reuse, recycle. Green Flag actions.
Writing – Fiction	Traditional Folk talk – Innuit tale.	Suspense Narrative - Titanic	Narrative – Adventure story: The last bear	Creating atmosphere War Story	Adventure story – Kensuke's Kingdom	Narrative – the arrival
Writing – Non-Fiction	Non-Chronological report – living in Alaska	Newspaper report – The day after the Titanic sunk	Persuasive letter – renewable energy.	Recount – letters from the lighthouse	Factual Tour of the Circulatory system	Graduation speeches Eco Journals
Poetry			10 things found in a soldier's pocket			If by Rudyard Kipling
Maths	Place Value Addition, subtraction, multiplication & division	Fractions A Fractions B Converting units	Ratio Algebra Decimals	Fractions, decimals & percentages Area, perimeter & volume Statistics	Shape Position & Direction	Consolidation, problem solving and themes projects.
Science	How can we classify living things? Living things and their habitats	How do we see objects? Light	Can I make a bulb shine brighter? Electricity	Did we always look like we do now? Evolution and Inheritance	How amazing is my body? Animals incl. humans. Identifying the main parts of the circulatory system and functions of the heart, blood vessel and blood.	What do I need? Revise Animals incl humans Impact of diet, exercise and drugs and nutrients/water transportation in animals
Geography	How do polar regions compare with our local area? Polar Regions. Comparing our local area to an		Are we doing enough to support climate change? Sustainability and climate change (Fieldwork)			What's in a region? UK regions and topography. How can we help our planet in the future?

	area in North America (Alaska). Innuit tribes and culture.					
History		How dangerous is our dark ocean? Titanic (1912)		What was the impact of the Battle of Britain? WW2 Battle of Britain. (1939-1945) Significant turning point in British history.	What started the Great Emigration in Cornwall? Local History Study	
Art	Drawing **Innuit artwork** Can I draw in the style of Innuit artist **Kenojuak Ashevak**?			**Digital Art** https://draw.tate.org.uk/ **Mike Winklemann, Bradley Munkowitz Ofir Shoham, Gustavo Torres, Randy Bishop, Alex Hopwood, Minna Sundberg, Andy Warhol**	**Wildlife** Using pencil, white pencil, print and making clay tiles **Brancusi, and the paper designer, Richard Sweeney**	
DT		Electrical & Mechanisms: Design, make and evaluate a motorised boat with a pulley mechanism to lift items onto the boat e.g. luggage, lifeboats, etc. (link to History)	Electrical & Structure: Design, Make and evaluate a wind turbine. Wind Power! Designing a Wind Turbine - Activity - TeachEngineering using CAD 3D modelling software to design.			Cooking and nutrition: select a UK region to design and create its local dish.
RE	Creation and science: conflicting or complementary?	What does it mean to be a humanist in Britain today?	What do religious and non-religious worldviews teach us about caring for the Earth?	Why do Hindus want to be good?	How does faith help people in Cornwall when life gets hard?	For Christians, what kind of king is Jesus?
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
MFL: French	**This is me.** (Personal info recap, adjectives to describe personality and appearance, aspirations and professions).	**Home and houses.** (Rooms in a house, furniture, describe rooms, castles and castle story, elf on the shelf).	**Playing Sport.** (Sport nouns, opinions, verb to play, sports descriptions).	**My best day ever.** (Time, activities during the day, favourite things).	**Café culture.** (Typical French café foods, opinions, ordering politely, menus, café conversations).	**Let's Celebrate!** (Read/Hear all about it! Language recall, personal information, family, favourites).
Computing	Project evolve self-image and identity Online Relationships **Information Technology: Communication and collaboration**	Project Evolve: online bullying, online reputation **Information Technology: Data and spreadsheets.**	Project Evolve: Online reputation. Managing online information **Computer Science: Understanding how to debug a program**	Project Evolve: managing online information. **Information Technology: IT history and Video creation.**	Project Evolve: privacy and security. Health wellbeing and lifestyle **Coding: Design and create a game.**	Project Evolve: Privacy and security. Copyright and ownership **Computer Science and Information**

				Cracking codes in WW2		**Technology: Using a micro bit to count the litter found on our litter pick.**
Music	How does music bring us together? Music and technology.	How does music connect us with our past? Developing ensemble skills.	How does music improve our world? Creative composition.	How does music teach us about our community? Musical styles connect us.	How does music shape our way of life? Improvising with confidence. Songs for Year 6 play and graduation.	How does music connect us with the environment? Farewell tour. Songs for Year 6 play and graduation.
PE	Badminton Dodgeball	Fitness Tennis	Football Yoga	Hockey Swimming	Athletics Basketball	Cricket Tag Rugby
Great Works	Polar region exhibition and ice sculptures. Inuit folk tales.	Support the early years children to create the West Carclaze lantern parade and festival of light.	Presentation of action plans and letters to MP.	Make our seasonal soup and breads for our community.	Publish a flip book of how Cornish people have settled and how they have influenced the world.	60 things Sky graduation ceremony
Trips and Enrichment	Harvest. Creating ice sculptures. **Eden Partnership:** **(Eden/Harmony Resource:** How can we rise to the challenge of climate change?)	Create a Titanic meal reenactment. Virtual tour of the Titanic. Lantern Parade. Christmas carol concert.	Fieldwork to identify energy sources and human impact on our local area. **Eden Partnership:** **Eden-led workshop:** Climate Culture **Eden Virtual Workshop**: Climate Response **Eden teaching resources/lesson Plans:** film: Explaining climate change Climate Response – Dooers, Shoppers, Learners Shouters (**CPD/Guide:** Education at a Time of Emergency)	60 things – eat something I have grown. **Eden Partnership:** **Eden teaching resources/lesson plans:** Sow for Success		60 things – **residential** Be outside on camp without devices Get up at sunrise – dawn chorus Year 6 play. Year 6 graduation ceremony. **Eden Partnership:** **Eden Virtual Lessons:** Sussing Sustainability, Eden Enterprise Challenge **Eden teaching resources/lesson plans:** Our sustainable school