

Art and DT

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
Year A	<p>T1 - <i>Art</i> – Drawing: Making your mark</p> <p>T2 - <i>DT</i> - Food: fruit and vegetables.</p> <p>T3 - <i>Art</i> – Painting and mixed media: colour splash</p> <p>T4 - <i>DT</i> – Mechanisms: Wheels and axles</p> <p>T5 - <i>Art</i> – Sculpture and 3D: paper play</p> <p>T6 - <i>DT</i> – Structures: constructing a windmill. Textiles: Puppets</p>	<p>T1 - <i>Art</i> – Drawing: Tell a story</p> <p>T2 - <i>DT</i> – Mechanisms: Making a moving monster.</p> <p>T3 - <i>Art</i> – Sculpture and 3D: clay houses</p> <p>T4 - <i>DT</i> – Structures: Baby bear’s chair.</p> <p>T5 - <i>Art</i> – Craft and design: Map it out</p> <p>T6 - <i>DT</i> - Textiles: Pouches Food: A balanced diet</p>	<p>T1 - <i>Art</i> – Sculpture: abstract space and art (Y3)</p> <p>T2 - <i>DT</i> – Textiles: cushions (Y3)</p> <p>T3 - <i>Art</i> – Painting: light and dark (Y4)</p> <p>T4 - <i>DT</i> – Structures: castles. (Y3)</p> <p>T5 - <i>Art</i> – Craft: fabric of nature (Y4)</p> <p>T6 - <i>DT</i> – Digital world: electronic charms. (Y3)</p>	<p>T1 - <i>Art</i> – Sculpture: interactive installation (Y5)</p> <p>T2 - <i>DT</i> – Digital world: Monitoring devices. (Y5)</p> <p>T3 - <i>Art</i> - Painting: portraits (Y5)</p> <p>T4 - <i>DT</i> - Structures: bridges. (Y5)</p> <p>T5 - <i>Art</i> - Local study</p> <p>T6 - <i>DT</i> - Food: what could be healthier? (Y5)</p>	<p>T1 - <i>Art</i> – Drawing: I need space (Y5)</p> <p>T2 - <i>DT</i> – Digital world: navigating the world (Y6)</p> <p>T3 - <i>Art</i> - Painting: artist study (Y6)</p> <p>T4 - <i>DT</i> - Textiles: Waistcoats (Y6)</p> <p>T5 - <i>Art</i> – Sculpture: making memories (Y6)</p> <p>T6 - <i>DT</i> - Local DT</p>
Year B	<p>T1 - <i>Art</i> – Drawing: Making your mark</p> <p>T2 - <i>DT</i> - Food: fruit and vegetables.</p> <p>T3 - <i>Art</i> – Painting and mixed media: colour splash</p> <p>T4 - <i>DT</i> – Mechanisms: wheels and axles</p> <p>T5 - <i>Art</i> – Sculpture and 3D: paper play</p> <p>T6 - <i>DT</i> – Structures: constructing a windmill. Textiles: Puppets</p>	<p>T1 - <i>Art</i> – Drawing: Tell a story</p> <p>T2 - <i>DT</i> – Mechanisms: Making a moving monster.</p> <p>T3 - <i>Art</i> – Sculpture and 3D: clay houses</p> <p>T4 - <i>DT</i> – Structures: Baby bear’s chair.</p> <p>T5 - <i>Art</i> – Craft and design: Map it out</p> <p>T6 - <i>DT</i> - Textiles: Pouches Food: A balanced diet</p>	<p>T1 - <i>Art</i> – Drawing: growing artists (Y3)</p> <p>T2 - <i>DT</i> - Food: adapting a recipe seasonally. (Y4)</p> <p>T3 - <i>Art</i> – Painting: prehistoric painting (Y3)</p> <p>T4 - <i>DT</i> – Local DT</p> <p>T5 - <i>Art</i> – Local study: sculpture, Barbara Hepworth</p> <p>T6 - <i>DT</i> – Mechanical systems: making a slingshot car. (Y4)</p>	<p>T1 - <i>Art</i> – Drawing: power prints (Y4)</p> <p>T2 - <i>DT</i> - Electrical systems: electronic greetings cards. (Y5)</p> <p>T3 - <i>Art</i> – Sculpture: mega materials (Y4)</p> <p>T4 - <i>DT</i> – Textiles: stuffed toys. (Y5)</p> <p>T5 - <i>Art</i> – Craft: Ancient Egyptian Scrolls (Y3)</p> <p>T5 - <i>Art</i> – Craft: Architecture (Y3)</p> <p>T6 - <i>DT</i> - Local DT</p>	<p>T1 - <i>Art</i> – Craft: photo opportunity (Y6)</p> <p>T2 - <i>DT</i> – Structure: playgrounds (Y6)</p> <p>T3 - <i>Art</i> – Drawing: Make my voice heard. (Y6)</p> <p>T4 - <i>DT</i> - Electrical systems: steady hand game. (Y6)</p> <p>T5 - <i>Art</i> - Local Study</p> <p>T6 - <i>DT</i> – Food: come dine with me. (Y6)</p>

Each class has two local art and DT projects, one per two-year cycle. These are as follows:

Porthluney

Art – Painting: The Newlyn School

DT – The Steam Engine

Portholland

Art – Kurt Jackson

DT – International communications (Marconi and transatlantic undersea cables)

Porthcurnick

Art – Barbara Hepworth

DT – The Davy Safety Lamp

Pendower

Art -

DT - food: pasties

Summers

Art – Alfred Wallis

DT – food: the cream tea

Towan

Art – Sculpture: Bernard Leach

DT – food: .

History and Geography

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
Year A	<p>T1 - <i>History</i> – What was life like when our grandparents were children? RS</p> <p>T2 - <i>Geography</i> – What is it like where we live? RS</p> <p>T3 - <i>History</i> – Who were the greatest explorers? RS</p> <p>T4 - <i>Geography</i> – Where in the world do these people live? RS</p> <p>T5 - <i>History</i> – How did the first flight change the world? RS</p> <p>T6 - <i>Geography</i> – Where do our favourite animals live? RS</p>	<p>T1 -<i>History</i> – Should we celebrate bonfire night? Did the great fire make London a better or worse place? RS</p> <p>T2 - <i>Geography</i> – What are the wonders of our world? RS</p> <p>T3 - <i>History</i> – Who are our local heroes? RS</p> <p>T4 - <i>Geography</i> – What are seasons? RS</p> <p>T5 - <i>History</i> – How have holidays changed over time? RS</p> <p>T6 - <i>Geography</i> – Where does our food come from? RS</p>	<p>T1 - <i>History</i> – Why should we remember the Shang dynasty?</p> <p>T2 - <i>Geography</i> – Where on Earth are we? RS</p> <p>T3 - <i>History</i> – What was new about the Stone Age? RS</p> <p>T4 - <i>Geography</i> – Local geography study (What is the geography of the Roseland?)</p> <p>T5 - <i>History</i> – Which was more impressive – the Bronze Age or the Iron Age? RS</p> <p>T6 - <i>Geography</i> – Why is climate important? RS</p>	<p>T1 - <i>History</i> – How did the invention of the railways change life in Britain? (Plan Bee)</p> <p>T2 - <i>Geography</i> – Local geography study (What is the geography of Truro?)</p> <p>T3 - <i>History</i> – Local history study (What happened to the miners in Cornwall?)</p> <p>T4 - <i>Geography</i> – Can you come on a great American road trip? RS</p> <p>T5 - <i>History</i> – What makes people go on a journey? RS</p> <p>T6 - <i>Geography</i> – Where are we? Countries and cities of the UK (Plan Bee)</p>	<p>T1 - <i>History</i> – Local history study (What archaeological evidence is there of ancient history in Cornwall?)</p> <p>T2 - <i>Geography</i> – What is life like in the Caribbean?</p> <p>T3 - <i>History</i> – How has crime and punishment changed over time? RS</p> <p>T4 - <i>Geography</i> – Where does all our stuff come from? RS</p> <p>T5 - <i>History</i> – Did WWI or WWII have the biggest impact on our locality? RS</p> <p>T6 - <i>Geography</i> – How will our world look in the future? RS</p>
Year B	<p>T1 - <i>History</i> – What was life like when our grandparents were children? RS</p> <p>T2 - <i>Geography</i> – What is it like where we live? RS</p> <p>T3 - <i>History</i> – Who were the greatest explorers? RS</p>	<p>T1 -<i>History</i> – Should we celebrate bonfire night? Did the great fire make London a better or worse place? RS</p> <p>T2 - <i>Geography</i> – What are the wonders of our world? RS</p>	<p>T1 - <i>History</i> – What happened when the Romans came to Britain? RS</p> <p>T2 - <i>Geography</i> – How does the earth shake, rattle</p>	<p>T1 - <i>History</i> – Would the Vikings do anything for money? RS</p> <p>T2 - <i>Geography</i> – How does water go round and round? RS</p>	<p>T1 - <i>History</i> – What did the Greeks do for us? RS</p> <p>T2 - <i>Geography</i> – What is life like in the Amazon? RS</p> <p>T3 - <i>History</i> – Why should we remember the Maya? RS</p>

<p>T4 - <i>Geography</i> – Where in the world do these people live? RS</p> <p>T5 - <i>History</i> – How did the first flight change the world? RS</p> <p>T6 - <i>Geography</i> – Where do our favourite animals live? RS</p>	<p>T3 - <i>History</i> – Who are our local heroes? RS</p> <p>T4 - <i>Geography</i> – What are seasons? RS</p> <p>T5 - <i>History</i> – How have holidays changed over time? RS</p> <p>T6 - <i>Geography</i> – Where does our food come from? RS</p>	<p>and roll? (Earthquakes and volcanoes) RS</p> <p>T3 - <i>History</i> – Was the Anglo-Saxon period really a dark age? RS</p> <p>T4 - <i>Geography</i> – What is unique about the European alps? RS</p> <p>T5 - <i>History</i> – Local history study (What makes Cornwall a seafaring nation?)</p> <p>T6 - <i>Geography</i> – Do we like to be beside the seaside? RS</p>	<p>T3 - <i>History</i> – How has the power of monarchs changed over time?</p> <p>T4 - <i>Geography</i> – How is the UK changing? RS</p> <p>T5 - <i>History</i> – How much did the ancient Egyptians achieve? RS</p> <p>T6 - <i>Geography</i> – What is special about mountains? (Twinkl)</p>	<p>T4 - <i>Geography</i> – Are we damaging our world? RS</p> <p>T5 - <i>History</i> – How have leisure and entertainment changed over time?</p> <p>PlanBee</p> <p>T6 - <i>Geography</i> – Local geography study (What is the geography of the river Fal?)</p>
--	---	---	--	---

French (KS2)

	Porthcurnick	Portholland	Porthluney
Year A	<p>T1/2 - In the Classroom (5 lessons)</p> <p>T3/4 - Bon Appetit (5 lessons)</p> <p>T5/6 - Transport (5 lessons)</p>	<p>T1/2 - French Food, Miam Miam (5 lessons)</p> <p>T3/4 - French Weather (5 lessons)</p> <p>T5/6 - French Speaking World (5 lessons)</p>	<p>T1/2 - Portraits (5 lessons)</p> <p>T3/4 - The Holidays – En Vacances! (5 lessons)</p> <p>T5/6 - Monster Pets (5 lessons)</p>
Year B	<p>T1/2 - Puppets (5 lessons)</p> <p>T3/4 - French adjectives of colour, size and shape (5 lessons)</p> <p>T5/6 - Playground Games (5 lessons)</p>	<p>T1/2 - Birthdays (5 lessons)</p> <p>T3/4 - Clothes (5 lessons)</p> <p>T5/6 - Meet the Family (5 lessons)</p>	<p>T1/2 - Life in my Home (5 lessons)</p> <p>T3/4 - My Town and Places: En Ville (5 lessons)</p> <p>T5/6 - French sport and the Olympics (6 lessons)</p>

Computing

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
Year A	T1/2 - We are treasure hunters - Using programmable toys T3/4 - We are digital artists - creating work inspired by great artists T5/6 - We are rhythmic - Creating sound patterns in ScratchJr	T1/2 - We are astronauts - programming on screen in ScratchJr T3/4 - We are safe researchers - researching a topic T5/6 - We are zoologists - collecting data about bugs	T1/2 - We are programmers - Programming an animation T3/4 - We are bug fixers - Finding and correcting bugs T5/6 - We are presenters - Videoing a presentation against a green screen	T1/2 - We are software developers - Developing a simple educational game T3/4 - We are makers - coding for micro:bit T5/6 - We are musicians - Creating a piece of music in GarageBand	T1/2 - We are game developers - Developing an interactive game T3/4 - We are cryptographers - Cracking codes T5/6 - We are architects - Creating virtual space
Year B	T1/2 - We are treasure hunters - Using programmable toys T3/4 - We are digital artists - creating work inspired by great artists T5/6 - We are rhythmic - Creating sound patterns in ScratchJr	T1/2 - We are astronauts - programming on screen in ScratchJr T3/4 - We are safe researchers - researching a topic T5/6 - We are zoologists - collecting data about bugs	T1/2 - We are who we are - Creating presentations about ourselves T3/4 - We are co-authors - Producing a wiki T5/6 - We are opinion pollsters - Collecting and analysing data	T1/2 - We are bloggers - sharing experiences and opinions T3/4 - We are artists - Fusing geometry and art T5/6 - We are meteorologists - Presenting the weather	T1/2 - We are web developers - Making sense of the Internet and building a website T3/4 - We are adventure gamers - Creating interactive adventure using presentation software T5/6 - We are VR designers - Experimenting with virtual and augmented reality

Physical Education

	Summers Y1	Pendower Y2	Porthcurnick Y3	Portholland Y4	Porthluney (A=Y5 B=Y6)
Year A	T1: Sports: Multi-skills Fitness: Bootcamp T2: Sports: Story Time Dance	T1: Sports: Multi-skills Fitness: Bootcamp T2: Sports: Ugly bug ball dance	T1: Sports: Multi-skills Netball T2: Sports: African Dance Hockey	T1: Sports: Invaders Football T2: Sports: Dynamic dance Netball	T1: Sports: Invaders Netball T2: Sports: Dynamic dance Hockey

	<p>Fitness: Mighty movers (running) T3: Sport: Groovy Gymnastics Fitness: Skip to the beat T4: Sport: Brilliant ball skills Fitness: Gymfit circuits T5: Sport: Throwing and catching (field games) Fitness: Cool core (strength) T6: Sport: Active athletics Fitness: Fitness frenzy</p>	<p>Fitness: Mighty movers (running) T3: Sport: Groovy Gymnastics Fitness: Skip to the beat T4: Sport: Brilliant ball skills (Football) Fitness: Gym skills T5: Sport: Throwing and catching (Cricket/Rounders) Fitness: Cool core (strength) T6: Sport: Active athletics (Athletics) Fitness: Fitness frenzy</p>	<p>T3: Sport: Groovy Gymnastics Tennis T4: Sport: Brilliant ball skills Football T5: Sport: Throwing and catching (field games) Cricket T6: Sport: Active athletics Athletics/Rounders</p>	<p>T3: Sport: Gym sequences Badminton T4: Sport: Striking and fielding Cricket T5: Sport: Nimble nets Tennis T6: Sport: Young Olympians Athletics/Rounders</p>	<p>T3: Sport: Gym sequences Badminton T4: Sport: Striking and fielding Football T5: Sport: Nimble nets Tennis T6: Sport: Young Olympians Athletics/Rounders</p>
Year B			<p>T1: Fitness: Bootcamp Netball T2: Fitness: Mighty movers (running) Badminton T3: Fitness: Skip to the beat Basketball T4: Fitness: Gymfit circuits Football T5: Fitness: Cool core (strength) Tennis T6: Fitness: Fitness frenzy Athletics/Rounders</p>	<p>T1: Fitness: Bootcamp Netball T2: Fitness: Mighty movers (boxercise) Touch Rugby T3: Fitness: Skip to the beat Badminton T4: Fitness: Gymfit circuits Football T5: Fitness: Cool core (pilates) Tennis T6: Fitness: Fitness frenzy Athletics/Rounders</p>	<p>T1: Fitness: Bootcamp Netball T2: Fitness: Mighty movers (boxercise) Touch Rugby T3: Fitness: Skip to the beat Badminton T4: Fitness: Gymfit circuits Football T5: Fitness: Cool core (pilates) Tennis T6: Fitness: Fitness frenzy Athletics/Rounders</p>

Music

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
Year A	T1 - All About Me Pulse and rhythm T2 - Timbre and rhythmic patterns T3 - Classical Music Dynamics and Tempo (animals) T4 - Pitch and tempo Superheroes T5- Music vocabulary Under the sea T6 - Vocal and body sounds By The Sea	T1 - Musical Me T2 - On this Island - British Songs T3 - African Call and Response Song T4 - Dynamics, timbre, tempo and motifs Space T5 - Orchestral Instruments (traditional Western stories) T6 - Myths and Legends	T1/2 - Body Percussion Rainforests T3/4 - Pentatonic Scales T5/6 - Whole class instrumental Unit 1	T1/2 - Rock n Roll T3/4 - Looping and Mixing Dance Music T5/6 - Whole Class Instrumental 3	T1/2 - Whole Class Instrumental 5 Advanced Rhythms T3/4 - Songs of WW2 T5/6 - Elements of Film Music
Year B	T1 - All About Me Pulse and rhythm T2 - Timbre and rhythmic patterns T3 - Classical Music Dynamics and Tempo (animals) T4 - Pitch and tempo Superheroes T5- Music vocabulary Under the sea T6 - Vocal and body sounds By The Sea	T1 - Musical Me T2 - On this Island - British Songs T3 - Orchestral Instruments (traditional Western stories) T4 - Dynamics, timbre, tempo and motifs Space T5 - African Call and Response Song T6 - Myths and Legends	T1/2 - Romans T3/4 - Jazz T5/6 - Recorders	T1/2 - Whole Class Instrumental (ukulele) T3/4 - Samba T5/6 - Ancient Egyptians	T1/2 - Whole Class Instrumental 6 T3/4 - Sea Shanties T5/6 - Whole Class Instrumental Leavers' Song

Religious Education

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
--	----------------	-----------------	---------------------	--------------------	-------------------

<p>Year A</p>	<p>T1 - Does God want Christians to look after the world? (Christianity) T2 - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Christianity) T3 - Was it always easy for Jesus to show friendship? (Christianity) T4 - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity) T5 - Is Shabbat important to Jewish children? (Judaism) T6 - Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)</p>	<p>T1 - Is it possible to be kind to everyone all of the time? (Christianity) T2 - Why do Christians believe God gave Jesus to the world? (Christianity) T3 - Does praying at regular intervals help a Muslim in his/her everyday life? (Islam) T4 - How important is it to Christians that Jesus came back to life after His crucifixion? (Christianity) T5 - Does going to a mosque give Muslims a sense of belonging? (Islam) T6 - Does completing Hajj make a person a better Muslim? (Islam)</p>	<p>T1 - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (Y3) (Hinduism) T2 - What is the most significant part of the nativity story for Christians today? (Y4) (Christianity) T3 - How important is it for Jewish people to do what God asks them to do? (Y4) (Judaism) T4 - What is 'good' about Good Friday? (Y3) (Christianity) T5 - Do Sikhs think it is important to share? (Y3) (Sikhism) T6 - Would visiting the River Ganges feel special to a non-Hindu? (Y3) (Hinduism)</p>	<p>T1 - How special is the relationship Jews have with God? (Y4) (Judaism) T2 - Is the Christmas story true? (Y5) (Christianity) T3 - Could the Buddha's teachings make the world a better place? (Y4) (Buddhism) T4 - How significant is it for Christians to believe God intended Jesus to die? (Y5) (Christianity) T5 - Is it possible for everyone to be happy? (Y4) (Buddhism) T6 - Do people need to go to church to show they are Christians? (Y4) (Christianity)</p>	<p>T1 - What is the best way for a Muslim to show commitment to God? (Y6) (Islam) T2 - How significant is it that Mary was Jesus' mother? (Christianity) (Y6) T3 - Is anything ever eternal? Y6) (Christianity) <i>T4 - What happened next?</i> (Christianity) T5 - What is the best way for a Hindu to show commitment to God? (Y5) (Hinduism) T6 - Does belief in the Trinity help Christians make better sense of God as a whole? (Y5) (Christianity)</p>
<p>Year B</p>	<p>T1 - Does God want Christians to look after the world? (Christianity) T2 - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Christianity) T3 - Was it always easy for Jesus to show friendship? (Christianity)</p>	<p>T1 - Is it possible to be kind to everyone all of the time? (Christianity) T2 - Why do Christians believe God gave Jesus to the world? (Christianity) T3 - Does praying at regular intervals help a Muslim in his/her everyday life? (Islam) T4 - How important is it to Christians that Jesus came</p>	<p>T1 - Does joining the Khalsa make a person a better Sikh? (Y3) (Sikhism) T2 - Has Christmas lost its true meaning? (Y3) (Christianity) T3 - What is the best way for a Jew to show commitment to God? (Y4) (Judaism) <i>T4 - Why is Easter important (Y4)</i></p>	<p>T1 - How far would a Sikh go for his/her religion? (Y5) (Sikhism) <i>T2 - What journeys do Christians make at Christmas time?</i> (Y4) (Christianity) T3 - Why are there 4 Gospels and how are they relevant to Christians today? (Y4) (Christianity)</p>	<p>T1 - How can Brahman be everywhere and in everything? (Hinduism) T2 - Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? (Y6) (Christianity) T3 - How did Jesus create a 'New Covenant' and what</p>

	<p>T4 - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity)</p> <p>T5 - Is Shabbat important to Jewish children? (Judaism)</p> <p>T6 - Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)</p>	<p>back to life after His crucifixion? (Christianity)</p> <p>T5 - Does going to a mosque give Muslims a sense of belonging? (Islam)</p> <p>T6 - Does completing Hajj make a person a better Muslim? (Islam)</p>	<p>(Christianity)</p> <p>T5 - What is the best way for a Buddhist to lead a good life? (Y4) (Buddhism)</p> <p>T6 - What is the best way for a Sikh to show commitment to God? (Y3) (Sikhism)</p>	<p>T4 - Is forgiveness always possible for Christians? (Y4) (Christianity)</p> <p>T5 - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (Y5) (Hinduism)</p> <p>T6 - What is the best way for a Christian to show commitment to God? (Y5) (Christianity)</p>	<p>does that mean to Christians today? (Y6) (Christianity)</p> <p>T4 - Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Y6) (Christianity)</p> <p>T5 - Does belief in Akhirah (life after death) help Muslims lead good lives? (Y6) (Islam)</p> <p>T6 - Does belief in Akhirah (life after death) help Muslims lead good lives? (Y6) (Islam)</p>
--	--	---	--	---	---

Science

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
Year A	<p>T1 Animals including humans (My Body/Identifying Animals)</p> <p>T2 Everyday materials</p> <p>Seasonal changes</p> <p>T3 Plants</p>	<p>T1 Animals Including Humans (Healthy Animals)</p> <p>Living Things and Their Habitats (Gardens and Allotments)</p> <p>T2 Everyday Materials (Squash, Bend, Twist, Stretch)</p> <p>T3 Plants (Ready, Steady, Grow)</p>	<p>T1 Plants (Roots and Shoots - Year 3)</p> <p>T2 Forces and magnets (Magnetic Fun and Games - Year 3/4)</p> <p>T3 Animals including humans (Fit for Success - Year 3/4 and Are These Your Teeth (Year 4)</p>	<p>T1 Properties and Changes in materials</p> <p>T2 Sound (Listen Up - Year 4)</p> <p>T3 Animals including humans (The Art of Living - Year 5)</p>	<p>T1 Animals including humans (The Art of Being Human - Year 6)</p> <p>T2 Light (Crime Lab Investigation - Year 6)</p> <p>T3 Evolution and inheritance (The Game of Survival - Year 6)</p>

Year B	T1 Animals including humans (My Body/Identifying Animals) T2 Everyday materials Seasonal changes T3 Plants	T1 Animals Including Humans (Healthy Animals) Living Things and Their Habitats (Gardens and Allotments) T2 Everyday Materials (Squash, Bend, Twist, Stretch) T3 Plants (Ready, Steady, Grow)	T1 Rocks (Fossils and Rocks - Year 3) T2 States of matter (States of Matter Scientists - Year 4) T3 Light (Light and Shadows - Year 3)	T1 Electricity (It's Electric - Year 4) T2 Earth and space (Space Presenters - Year 5) T3 Living things and their habitats (Name That Living Thing and Help Our Habitats - Year 4)	T1 Forces (May the Forces be with you - Year 5) T2 Electricity (Electric Celebration - Year 6) T3 Living things and their habitats (Classification Connoisseurs - Year 6)
---------------	---	---	--	--	---

Local studies:

	Summers	Pendower	Porthcurnick	Portholland	Porthluney
Art	Alfred Wallace	John Dyer	Barbara Hepworth	Art in Cornwall today	How has Cornwall contributed to the world of art?
DT	The Cream Tea	Pasty	Beach bag	Surfboard	Lighthouse
History	Inherent in curriculum		What makes Cornwall a seafaring nation?	What happened to the miners in Cornwall?	What archaeological evidence is there of ancient history in Cornwall?
Geography			What is the geography of the Roseland?	What is the geography of Truro?	What is the geography of the river Fal?

Supplementary geography:

- EYFS / KS1 - rockpools.
- Porthcurnick - beach features.
- Portholland - comparing two different beaches.
- Porthluney - comparing the same beach over time.

Also, include environmental impact and damage to our environment.