The Tregony Curriculum

The Tregony Curriculum Intent

At Tregony Primary School, we want the very best for our children. We will equip them with the skills, knowledge and experiences they need to be successful in their future choices. Furthermore, we aim to ensure that children are ready for the next stage in their life and that they are aware of the opportunities that are available to them. We recognise and celebrate Cornwall's arts, history and geography yet seek to develop children's understanding of the wider world and their place within it.

This means:

- Our curriculum is well-sequenced and progressive, and that it builds on prior knowledge
- In KS1, our curriculum is skills based.
- Our children are given opportunities to experience all that Cornwall has to offer via trips, visits and residentials.
- Opportunities to build cultural capital are sought.
- Children are aware of the opportunities that are available to them once they finish their education.
- Opportunities to experience Cornwall and all that it has to offer are woven through the curriculum.
- Our teachers have thorough subject and pedagogical knowledge.
- We use what is happening in the world to inspire our learning, discussions and daily life in the school so that the children are well-equipped to be citizens of the world.
- We seek to strike a balance between knowledge, skills and experience so that our children are well-rounded, adaptable and resilient.

Implementation of the Tregony Curriculum:

- Long term plans progressively introduce new concepts, knowledge and ideas and these clearly identify opportunities to allow children to revisit learning so that knowledge, skills and understanding are embedded.
- Medium term plans further breakdown learning into sequences of learning with clearly defined learning objectives, subject-specific pedagogical content knowledge outlined, scaffolds defined and opportunities for assessment identified.
- Subject knowledge is essential to effective teaching therefore teachers work to develop a deep and fluent knowledge of the content they are teaching.
- Teachers have an excellent knowledge of common misconceptions and plan accordingly to address these.
- Lessons are clearly sequenced, succinct, and focused on learning outcomes.

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- Questioning is a backbone of all lessons. Teachers use questioning and dialogue to elicit children's understanding, get responses from all children and to identify where children are in their learning. Questions are planned in advance, are broad in their scope and probe deeper into children's learning and understanding.
- Both modelling and scaffolding are used in lessons to support children to develop their understanding of new content and to activate prior learning.
- Children are given feedback both in the moment and retrospectively, this feedback is insightful and will enable the children to both secure and move forward in their learning.
- Lessons typically follow the 'I do - we do - you do' approach which effectively scaffolds children's learning so that they may be successful.
- Opportunities to activate prior knowledge are sought as are opportunities to embed new knowledge.
- Assessment clearly identifies what children don't yet know, what they have learnt and what they need to learn next, including what they need to revisit.

English

The overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. English teaching is an interconnected body of knowledge supported by ambitious text choices.

Reading:

National Curriculum Purpose of study - English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

- all pupils can read easily, accurately, fluently and with good understanding; applying a knowledge of structured synthetic phonics to decode unfamiliar words
- Be able to read with expression, clarity and confidence
- develop a good linguistic knowledge of vocabulary and grammar

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- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage
- read and respond to a wide range of different types of texts
- develop a deeper level of emotional intelligence and empathy
- read with confidence, in all aspects of the curriculum
- Reading is inextricably linked to the other modes of language: writing, speaking and listening. These links should be recognised in students' experiences of reading across the curriculum
- to design a curriculum which has reading at its core across all curriculum area

Writing:

- Our goal is for children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- All aspects of English are an integral part of the entire curriculum at Tregony School and we aim that the knowledge and skills taught explicitly in English lessons transfer to all subjects across the curriculum
- It is our aim that our youngest children have experiences of writing which is active, participatory, social and collaborative

SPaG:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Language:

- promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language
- Pupils use discussion in order to learn; we aim that our pupils should be able to elaborate and explain clearly their understanding and ideas
- Pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Within English, drama has a clear role in supporting learning and displaying what has been learned
- All aspects of the curriculum has key vocabulary that is explicitly taught, linked to each topic

Maths

- We believe that mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems.

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- We want to help children to understand and appreciate number, statistics, measures and geometry.
- We support children to develop these key and fundamental skills through a teaching for mastery approach.
- The children are expected to explore and deepen their understanding of mathematics in progressive, small step lessons.
- The children build upon previous knowledge and known facts to reason, make connections and develop their understanding of the curriculum.
- The National Curriculum states 'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.' Therefore, the intention for mathematics is to ensure that all pupils become fluent, reason mathematically and solve problems.
- We seek to equip our children with key mathematical skills and knowledge that will prepare them for the next stage in their learning and provide them with the necessary numerical foundations to be successful in adult life.

Art and Design - Curriculum currently under review

Intent

- To engage, inspire and challenge pupils to explore their creativity and record their artistic experiences
- To develop the knowledge and skills to become more proficient at drawing, painting, sculpture and other art and design techniques.
- Using the language of art and design, to analyse and evaluate their own work and that of others.
- By studying a variety of artists and designers, to develop an understanding of how art and design reflect and shape our history, including our own Cornish history.

Art and Design		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher use to deliver this objective?**	**Vocabulary**
KS1		
to use a range of materials creatively to design and make products	Y1 Drawing 'Make Your Mark' Y1 Painting and mixed media 'Colour Splash' Y1 Sculpture 'Paper Play' Y1 Craft and Design awaiting Y2 Drawing 'Tell a Story' Y2 Painting - awaiting Y2 Sculpture and 3D 'Clay Houses'	**Drawing** **Y1** continuous, line, vertical, horizontal, wavy, cross-hatch, 2D, 3D, abstract, contemporary **Y2** thick, thin, blending, stippling, scribbling,

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	Y2 Craft and Design 'Map It Out'	hatching, texture, emoji, emotion, illustrator, illustration, storyboard
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Y1 Drawing 'Make Your Mark' Y1 Painting and mixed media 'Colour Splash' Y1 Sculpture "Paper Play' Y1 Craft and Design awaiting Y2 Drawing 'Tell a Story' Y2 Painting - awaiting Y2 Sculpture and 3D 'Clay Houses' Y2 Craft and design 'Map it Out'	**Painting mixed media** **Y1** primary colours, secondary colours, impasto, pattern, shape, kaleidoscope, shade, hue, concentric circles, silhouette **Y2**
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Y1 Drawing 'Make Your Mark' Y1 Painting and mixed media 'Colour Splash' Y1 Sculpture "Paper Play' Y1 Craft and Design awaiting Y2 Drawing 'Tell a Story' Y2 Painting - awaiting Y2 Sculpture and 3D 'Clay Houses' Y2 Craft and design 'Map it Out'	**Sculpture** **Y1** sculpture, three-dimensional, cylinder, concertina, spiral, zig-zag, overlap, carving, mosaic **Y2** Sculpture roll, smooth, flatten, pinch pot, thumb pot, ceramic, glaze, score, slip, plaster, casting, negative space, in relief, impressing,
about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Drawing** Y1 Bridget Riley, Zaria Forman, Kandinsky, Renata Bernal, Ilya Bolotowsky, Y2 Quentin Blake, Maurice Sendak **Painting** Y1 Jasper Johns, Clarice Cliff	**Craft and Design** **Y1** **Y2** imaginary, inspired, felt, fibre, wool roving, abstract, composition, stained glass, negative

	Y2 awaiting **Sculpture** Y1 Samantha Stephenson, Marco Balich, Louise Bourgeois Y2 Ranti Bam, Rachel Whiteread **Craft and Design** Y1 awaiting Y2 Susan Stockwell, Josef Albers	print, printing tile, curator, gallery, evaluate
KS2		
to create sketch books to record their observations and use them to review and revisit ideas	All units	**Drawing** **Y3** geometric, arrangement, organic, blend, even tones, frottage, pressure, tear, botanical, botanist, scientific, abstract, gestural **Y4** contrast, observational drawing, shadow, tone, blend, proportion, collage, symmetrical, wax-resist, block print, mono print, figurative **Y5** **Y6**
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Y3 Drawing 'Growing artists' Y3 Painting and mixed media 'Prehistoric painting' Y3 sculpture - awaiting Y3 Craft and Design 'Ancient Egyptian scrolls' Y4 Drawing 'Power Prints' Y4 Painting and mixed media 'Light and dark'	**Painting and mixed media** **Y3** prehistoric, proportion, scaled up, smudging, pigment,hand print, negative image, positive image

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	Y4 Sculpture - Mega materials Y4 Craft and Design - awaiting Y5 Drawing awaiting Y5 Painting and mixed media 'Portraits' Y5 Sculpture and 3D awaiting Y5 Craft and Design 'Architecture' Y6 Drawing awaiting Y6 Painting and mixed media 'Artist study' Y6 Sculpture awaiting Y6 Craft and Design 'Photo Opportunity'	**Y4** portrait, landscape, abstract, figurative, still-life, texture, 3D, tones, muted colours, tint, shade, proportion, photo-realism **Y5** Self-portrait, monoprint, mixed media, multi media, photo montage **Y6** interpret, narrative,inference, justify, tableau
about great artists, architects and designers in history.	**Drawing** Y3 Max Ernst, Maud Purdy, Georgia O'Keeffe Y4 Ed Rusha, Georges Seurat, Alberto Giacomeeti, Fernando Botero, Matisse, Henry Moore, Y5 Y6 Picasso, Kathe Kolluntz **Painting and mixed media** Y3 Cave paintings Y4 Clara Peeters, Audrey Flack, Cezanne, Y5 Chila Kumari Singh Burman, Van Gogh, Njideka Akunyili Crosby Y6 David Hockney, Paula Rego, John Singer Sargent, Fiona Rae, Lubaina Himid **Sculpture and 3D** Y3 Antony Caro, Ruth Asawa Y4 Magdalene Odundo, Barbara Hepworth, Jaume Plensa, Sokari Douglas, El Anatsui	**Sculpture** **Y3** **Y4** three dimensional, ceramics, abstract, organic shape, recycled, typography **Craft and design** **Y3** Egyptian, papyrus, tomb, Pharaoh, process, technique, scroll, translate, zine, audience **Y4** **Y5** architecture, proportion, monoprint, print block, birds eye view, elevation, legacy, monument, symbolism

	Y5 Y6 **Craft and Design** Y3 Ancient Egyptian art Y4 Y5 Zaha Hadid, Hundertwasser Y6 Hannah Hoch, Chris Plowman, Graham Holland, Edward Weston, Derek O Boateng, Munch, Chuck Close	**Y6** photo montage, dada, cityscape, macro, monochrome, monochromatic, digital, saturation, editing, software

Computing

Intent

- To deliver the computing National Curriculum.
- Provide pupils with a wealth of learning opportunities and transferable skills within computing lessons, that can also be used across other curriculum subjects.
- To ensure pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Provide them with the skills to analyse problems in computational terms, and have practical experience of writing computer programs in order to solve such problems
- Turn children into responsible, competent, confident and creative users of information and communication technology.
- To equip children with the skills required to be successful in a world that is increasingly driven by technology.

Computing		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher us to deliver this objective?**	**Vocabulary**
KS1		
understand what algorithms are; how they are implemented as programs on digital devices; and that programs	Summers - 1.1 We are treasure hunters (Rising Stars) Summers - 1.5 We are rhythmic (Rising Stars) Perran - 2.1 We are astronauts (Rising Stars)	abstraction, algorithm, audio, bug, code, computer, debug, decomposition, edit, event, frame, input, logical

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execute by following precise and unambiguous instructions		reasoning, narration, output, pattern, program, repetition, robot, Scratch, sprite, storyboard
create and debug simple programs	Summers - 1.1 We are treasure hunters (Rising Stars) Perran - 2.1 We are astronauts (Rising Stars)	algorithm, bug, computer, debug, input, logical reasoning, output, program, robot
use logical reasoning to predict the behaviour of simple programs	Summers - 1.1 We are treasure hunters (Rising Stars) Perran - 2.1 We are astronauts (Rising Stars)	algorithm, bug, code, computer, debug, event, input, logical reasoning, output, program, repetition, robot
use technology purposefully to create, organise, store, manipulate and retrieve digital content	Summers - 1.5 We are rhythmic (Rising Stars) Perran - 2.4 We are safe researchers (Rising Stars) Perran - 2.6 We are zoologists (Rising Stars)	abstraction, algorithm, audio, computer, decomposition, data, database, digital, edit, filter, frame, input, logical reasoning, mindmap, narration, output, pattern, program, robot, storyboard, video camera
recognise common uses of information technology beyond school	Summers - 1.3 We are digital artists (Rising Stars) Summers - 1.5 We are rhythmic (Rising Stars) Perran - 2.4 We are safe researchers (Rising Stars) Perran - 2.6 We are zoologists (Rising Stars)	analogue, audio, bitmap, digital, eBook, effect, layer, message, microphone, MIDI, Piano roll, pixel, repetition, sample, sequencer, speaker, stylus, track, transform, undo, virtual, zoom

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Summers - 1.3 We are digital artists (Rising Stars) Perran - 2.4 We are safe researchers (Rising Stars) Perran - 2.6 We are zoologists (Rising Stars)	bitmap, creative commons, computer, database, dataset, digital, field, filter, form, leaf, record, safe search, search engine, sort, table, tree
KS2		
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Porthcurnick - 3.1 We are programmers (Rising Stars, Year A) Porthcurnick - 3.2 We are bug fixers (Rising Stars, Year A) Portholland - 4.1 We are software developers (Rising Stars, Year A) Portholland - 4.2 We are makers (Rising Stars, Year A) Porthluney - 5.1 We are game developers (Rising Stars, Year A) Porthluney - 5.6 We are VR designers (Rising Stars, Year B)	abstraction, algorithm, bug, code, debug, decomposition, event, interactive development, input, logical reasoning, output, parallel processing, program, repeat loop, repetition, Scratch, sequence, sprite, variable
use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Porthcurnick - 3.1 We are programmers (Rising Stars, Year A) Porthcurnick - 3.2 We are bug fixers (Rising Stars, Year A) Portholland - 4.1 We are software developers (Rising Stars, Year A) Portholland - 4.2 We are makers (Rising Stars, Year A) Portholland - 4.3 We are musicians (Rising Stars, Year A) Portholland - 4.5 We are artists (Rising Stars, Year B) Portholland - 4.6 We are meteorologists (Rising Stars, Year B) Porthluney - 5.1 We are game developers (Rising Stars, Year A) Porthluney - 5.6 We are VR designers (Rising Stars, Year B)	accelerometer, algorithm, bluetooth, code, event, if/else, JavaScript, LED, MakeCode, micro:bit, object code, Runtime, sequence, Scratch, simulator, source code, Sprite, storyboard, variable
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Porthcurnick - 3.1 We are programmers (Rising Stars, Year A) Porthcurnick - 3.2 We are bug fixers (Rising Stars, Year A) Portholland - 4.1 We are software developers (Rising Stars, Year A)	algorithm, code, event, input, logical reasoning, output, program, parallel processing,

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	Portholland - 4.2 We are makers (Rising Stars, Year A) Portholland - 4.6 We are meteorologists (Rising Stars, Year B) Porthluney - 5.1 We are game developers (Rising Stars, Year A) Porthluney - 5.2 We are cryptographers (Rising Stars, Year A)	repetition, Scratch, sequence, Sprite, variable
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Porthcurnick - 3.5 We are co-authors (Rising Stars, Year B) Porthcurnick - 3.6 We are opinion pollsters (Rising Stars, Year B) Portholland - 4.4 We are bloggers (Rising Stars, Year B) Porthluney - 5.2 We are cryptographers (Rising Stars, Year A) Porthluney - 5.4 We are web developers (Rising Stars, Year B)	creative commons, hyperlinks, hypertext mark-up language (HTML), internet, Uniform Resource Locator (URL), web server
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Porthcurnick - 3.5 We are co-authors (Rising Stars, Year B) Portholland - 4.3 We are musicians (Rising Stars, Year A) Portholland - 4.6 We are meteorologists (Rising Stars, Year B) Porthluney - 5.3 We are architects (Rising Stars, Year A) Porthluney - 5.4 We are web developers (Rising Stars, Year B) Porthluney - 5.5 We are adventure gamers (Rising Stars, Year B)	analogue, data, dataset, digital, field, filter (database), form, interface, input, record, sensor, table
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Porthcurnick - 3.3 We are presenters (Rising Stars, Year A) Porthcurnick - 3.4 We are who we are (Rising Stars, Year B) Porthcurnick - 3.6 We are opinion pollsters (Rising Stars, Year B) Portholland - 4.3 We are musicians (Rising Stars, Year A) Portholland - 4.4 We are bloggers (Rising Stars, Year B) Portholland - 4.5 We are artists (Rising Stars, Year B) Portholland - 4.6 We are meteorologists (Rising Stars, Year B) Porthluney - 5.3 We are architects (Rising Stars, Year A) Porthluney - 5.4 We are web developers (Rising Stars, Year B) Porthluney - 5.5 We are adventure gamers (Rising Stars, Year B) Porthluney - 5.6 We are VR designers (Rising Stars, Year B)	abstraction, Bitmap, camera roll, colour value, creative commons, data, data set, green screen, fractal, pixel, repetition, resolution, rushes, Sprite, tessellation, transform, turtle, vector graphics
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	Porthcurnick - 3.3 We are presenters (Rising Stars, Year A) Porthcurnick - 3.4 We are who we are (Rising Stars, Year B) Porthcurnick - 3.5 We are co-authors (Rising Stars, Year B)	comments, creative commons, data centre, five pillars, hyperlinks, hypertext mark-up

identify a range of ways to report concerns about content and contact.	Portholland - 4.3 We are musicians (Rising Stars, Year A) Portholland - 4.4 We are bloggers (Rising Stars, Year B) Porthluney - 5.2 We are cryptographers (Rising Stars, Year A) Porthluney - 5.4 We are web developers (Rising Stars, Year B) Porthluney - 5.5 We are adventure gamers (Rising Stars, Year B)	language (HTML), outline, personal information, search engine, Wiki, Wikipedia

Design and Technology

Intent

- To deliver the Design and Technology National Curriculum.
- Provide pupils with a wealth of learning opportunities and transferable skills within computing lessons, that can also be used across other curriculum subjects.
- To ensure pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Provide them with the skills to analyse problems in computational terms, and have practical experience of writing computer programs in order to solve such problems
- Turn children into responsible, competent, confident and creative users of information and communication technology.
- To equip children with the skills required to be successful in a world that is increasingly driven by technology.

Design and Technology		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher use to deliver this objective?**	**Vocabulary**
KS1		
Design		
design purposeful, functional, appealing products for themselves and other users based on design criteria	Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Mechanisms: Make a Moving Monster - Year 2	Assemble, design, design criteria, evaluation, mechanism, model, sliders, stencil, target audience, template, test, blender, carton, fruit, healthy,

	Perran - Kapow - Structures: Baby Bear's Chair - Year 2 Perran - Kapow - Textiles: Puppets - Year 1	ingredients, peel, peeler, recipe, slice, smoothie, stencil, vegetable, client, net, stable, strong, structure, weak, windmill, windmill axle, windmill structure, windmill turbine, input, linkage, mechanical, mechanism, output, pivot, survey, function, man-made, mould, natural, stable, stiff, strong, structure, weak, decorate, fabric, glue, hand puppet, safety pin, stencil, technique
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Summers - Kapow - Food, Fruit and Vegetables - Year 1 Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Mechanisms: Make a Moving Monster - Year 2 Perran - Kapow - Structures: Baby Bear's Chair - Year 2 Perran - Kapow - Textiles: Puppets - Year 1	
Make		
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Summers - Kapow - Food, Fruit and Vegetables - Year 1 Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Textiles: Puppets - Year 1	
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Summers - Kapow - Food, Fruit and Vegetables - Year 1 Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1	

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	Perran - Kapow - Mechanisms: Make a Moving Monster - Year 2 Perran - Kapow - Structures: Baby Bear's Chair - Year 2 Perran - Kapow - Textiles: Puppets - Year 1	
Evaluate		
explore and evaluate a range of existing products	Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Food, Fruit and Vegetables - Year 1 Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Mechanisms: Make a Moving Monster - Year 2 Perran - Kapow - Structures: Baby Bear's Chair - Year 2 Perran - Kapow - Textiles: Puppets - Year 1	
evaluate their ideas and products against design criteria	Summers - Kapow - Food, Fruit and Vegetables - Year 1 Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Mechanisms: Make a Moving Monster - Year 2 Perran - Kapow - Structures: Baby Bear's Chair - Year 2 Perran - Kapow - Textiles: Puppets - Year 1	
Technical Knowledge		
build structures, exploring how they can be made stronger, stiffer and more stable	Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Structures: Baby Bear's Chair - Year 2	

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Summers - Kapow - Mechanism - Making a Moving Story Book - Year 1 Summers - Kapow - Structures: Constructing a Windmill - Year 1 Perran - Kapow - Mechanisms: Make a Moving Monster - Year 2	
Cooking and Nutrition		
use the basic principles of a healthy and varied diet to prepare dishes	Summers - Kapow - Food, Fruit and Vegetables - Year 1 - Year A	
understand where food comes from	Summers - Kapow - Food, Fruit and Vegetables - Year 1 - Year A	
KS2		
Design		
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Porthcurnick - Kapow - Textiles: Cushion - Year 3 - Year A Porthcurnick - Kapow - Structures: Constructing a Castle - Year 3 - Year A Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 - Year A Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Digital Words: Monitoring Devices - Year 5 - Year A Portholland - Kapow -Structures: Bridges - Year 5 - Year A Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Portholland - Kapow - Electrically Systems: Electronic Greeting Cards - Year 5 - Year B	**Lower KS2 (3 and 4):** accurate, applique, cross-stitch, cushion, decorate, detail, fabric, patch, running stitch, seam, stencil, stuffing, target audience, 2D, 3D, castle, design, key features, net, scoring, shape, stable, stiff, strong, structure, tab, control, electronic, function, initiate, programming loop, monitor, program, sensor, stimulator, user, adapt, budget, building hire,

	Porthluney - Kapow - Digital World: Navigating the World - Year 6 - Year A Porthluney - Kapow - Structures: Playground - Year 6 - Year B Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	equipment, evaluation, flavour, ingredients, method, net, packaging, prototype, quantity, recipe, unit of measurement, utilities, aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, structure,
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Porthcurnick - Kapow - Structures: Constructing a Castle - Year 3 - Year A Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 - Year A Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Digital Words: Monitoring Devices - Year 5 - Year A Portholland - Kapow -Structures: Bridges - Year 5 - Year A Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Portholland - Kapow - Electrically Systems: Electronic Greeting Cards - Year 5 - Year B Portholland - Kapow -Textiles: Stuffed Toys - Year 5 - Year B Porthluney - Kapow - Digital World: Navigating the World - Year 6 - Year A Porthluney - Kapow - Textiles: Waistcoats - Year 6 - Year A	**Upper KS2 (5 and 6):** booleen, device, durable, monitoring device, sensor, synthetic, variable, versatile, water-resistant, workplane (CAD), accurate, arch bridge, beam bridge, bench hook, compression, coping saw, file, mark out, reinforce, sand paper, set square, try square, shape, structure, suspension bridge, tenon saw, tension, truss bridge, beef, cross-contamination, farm, method, packaging, research, welfare, battery, buzzer, circuit, component, conductor, copper, design,

	Porthluney - Kapow - Structures: Playground - Year 6 - Year B Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	design criteria, function, graphite, innovative, insulator, LED, modify, parallel circuit, series circuit, switch, target audience, test, wire, accurate, annotate, appendage, blanket-stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template, boolean, biodegradable, environmentally friendly, finite, if statement, mouldable, product lifestyle, product lifespan, smart, sustainable, adapt, annotate, detail, fabric, fastening, knot, properties, running-stitch, seam, sew, shape, target audience, target customer, template, thread, unique, waistcoat, waterproof, apparatus, bench hook, coping saw, dowel, jelutong, mark out, modify, natural materials, plan view, playground,

		prototype, reinforce, structure, tenon saw, user, vice, backboard, battery, bulb, buzzer, circuit, conductor, copper, function, insulator, LED, magnetic field, net, pliers, prototype, series circuit, side view drawing, switch, test, top view drawing, accompaniment, cookbook, cross contamination, equipment, farm, flavour, imperative verb, ingredients, method, nationality, preparation, processed, reared, recipe, target audience, unit of measurement
Make		
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Porthcurnick - Kapow - Textiles: Cushion - Year 3 - Year A Porthcurnick - Kapow - Structures: Constructing a Castle - Year 3 - Year A Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 - Year A Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Structures: Bridges - Year 5 - Year A	

	Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Portholland - Kapow -Textiles: Stuffed Toys - Year 5 - Year B Porthluney - Kapow - Textiles: Waistcoats - Year 6 - Year A Porthluney - Kapow - Structures: Playground - Year 6 - Year B Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	
select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Porthcurnick - Kapow - Structures: Constructing a Castle - Year 3 - Year A Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 - Year A Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Structures: Bridges - Year 5 - Year A Porthluney - Kapow - Digital World: Navigating the World - Year 6 - Year A Porthluney - Kapow - Structures: Playground - Year 6 - Year B Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	
Evaluate		
investigate and analyse a range of existing products	Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Structures: Bridges - Year 5 - Year A	

	Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Portholland - Kapow - Electrically Systems: Electronic Greeting Cards - Year 5 - Year B Porthluney - Kapow - Structures: Playground - Year 6 - Year B Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B	
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Porthcurnick - Kapow - Structures: Constructing a Castle - Year 3 - Year A Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 - Year A Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Digital Words: Monitoring Devices - Year 5 - Year A Portholland - Kapow -Structures: Bridges - Year 5 - Year A Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Portholland - Kapow - Electrically Systems: Electronic Greeting Cards - Year 5 - Year B Portholland - Kapow -Textiles: Stuffed Toys - Year 5 - Year B Porthluney - Kapow - Digital World: Navigating the World - Year 6 - Year A Porthluney - Kapow - Textiles: Waistcoats - Year 6 - Year A Porthluney - Kapow - Structures: Playground - Year 6 - Year B	

	Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	
understand how key events and individuals in design and technology have helped shape the world	Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 Portholland - Kapow -Digital Words: Monitoring Devices - Year 5 - Year A - Year A Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Portholland - Kapow - Electrically Systems: Electronic Greeting Cards - Year 5 - Year B Porthluney - Kapow - Textiles: Waistcoats - Year 6 - Year A Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B	
Technical Knowledge		
apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Porthcurnick - Kapow - Structures: Constructing a Castle - Year 3 - Year A Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B Portholland - Kapow -Structures: Bridges - Year 5 - Year A Portholland - Kapow -Textiles: Stuffed Toys - Year 5 - Year B Porthluney - Kapow - Structures: Playground - Year 6 - Year B	
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Porthcurnick - Kapow - Mechanical Systems: Making a Slingshot Car - Year 4 - Year B	
understand and use electrical systems in their products [for example, series circuits	Portholland - Kapow - Electrically Systems: Electronic Greeting Cards - Year 5 - Year B	

incorporating switches, bulbs, buzzers and motors]	Porthluney - Kapow - Electricity Game: Steady Hand - Year 6 - Year B	
apply their understanding of computing to program, monitor and control their products	Porthcurnick - Kapow - Digital World: Electronic Charms - Year 3 - Year A Portholland - Kapow - Digital Words: Monitoring Devices - Year 5 - Year A Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Porthluney - Kapow - Digital World: Navigating the World - Year 6 - Year A	
Cooking and Nutrition		
understand and apply the principles of a healthy and varied diet	Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Porthcurnick - Kapow - Adapting a Recipe - Year 4 - Year B Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Porthcurnick - Kapow - Adapting a Recipe - Year 3 - Year B Portholland - Kapow - Food: What could be healthier? - Year 5 - Year A Porthluney - Kapow - Food: Come Dine with Me - Year 6 - Year B	

History

The Tregony Curriculum

Intent

- To nurture creativity and innovation through design.
- To design and make products that are functional and appealing, developing a wide range of knowledge and skills (drawing on mathematics, science, engineering, computing, art and cooking).
- To evaluate ideas and products including applying the principles of good nutrition and using seasonal foods in cooking.
- Develop an understanding of the importance of good design and its links to human progress and problem solving in the world in which we all live and work.
- By studying a range of designers and looking at how their products have influenced our lives.

History		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher us to deliver this objective?**	**Vocabulary**
KS1		
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Perran - How have holidays changed over time? RS Summers - What was life like when our grandparents were children? RS	change, living memory, memory, event, life
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Summers - How did the first flight change the world? RS Perran - Should we celebrate bonfire night? Did the great fire make London a better or worse place? RS	event, significant, change, nationally, globally, change, influenced.
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-	Summers - Who were the greatest explorers? RS	individual, person, significant, change, nationally, globally, changed, influenced, achievements, compare, contrast, similarities, differences

Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		
significant historical events, people and places in their own locality.	Perran - Who are our local heroes and what has happened near us? RS	events, people, places, locality, significant, change, difference, similarities, differences.
KS2		
changes in Britain from the Stone Age to the Iron Age	Porthcurnick Which was more impressive – the Bronze Age or the Iron Age? Year A RS Porthcurnick - What was new about the Stone Age? Year A RS	smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing,

		decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution
the Roman Empire and its impact on Britain	Porthcurnick - What happened when the Romans came to Britain? Year B RS	invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries,

		testudo, centurion, names of uniform and equipment.
Britain's settlement by Anglo-Saxons and Scots	Porthcurnick - Was the Anglo-Saxon period really a dark age? Year B RS	invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Portholland - Would the Vikings do anything for money? Year B RS	raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga.

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a local history study	Porthcurnick - What makes Cornwall a seafaring nation? Year B Portholland - What happened to the miners in Cornwall? Year A Porthluney - What archaeological evidence is there of ancient history in Cornwall? Year A Porthluney - Rising Stars - Did WWI or WWII have the biggest impact on our locality? Year A	sources, evidence, reliability, bias, utility, memorial, thankful, village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Portholland - How did the invention of the railways change life in Britain? Year A Twinkl	steam engine, locomotive, trade, transport, railway line, route, privatisation, nationalisation, key, map, chronological order, artist, painting, lithography, impression, atmosphere, debate, positive, negative, effects, impact, for, against, industry, environment, society,

	Portholland - How has the power of monarchs changed over time? Year A Twinkl Portholland - Twinkl - How have leisure and entertainment changed over time? Year B	steam, diesel, electric, high speed trains, engine, combustion, pantograph rule, reign, taxes, Domesday Book, medieval, throne, revolt, rebellion, Magna Carta, Runnymeade, heir, divorce, beheaded, unfaithful, portrait, affairs, religious, faith, parliament, desire, prosperity, Acts of Union, monarch, flag, currency, governing, empire, assassination, Industrial Revolution, mutiny, coronation, sovereign, pageant leisure, entertainment, silent, pianist, talkie, television, First World War, Second World War, FA cup, World Cup, broadcast, hat trick, decade, revolution, holiday camp, sea creatures, Minehead, planning request, asset, community, costal landscape, estimates,

	Porthluney - How has crime and punishment changed over time? Year A RS	vastly, increased, entitled, council, abroad, destination, camping and caravanning, coronation, assassination, President, moon, Berlin Wall, broadcast, source, healthy, lifestyles, obesity, crisis, gaming, technology, century, decade, communicating, entertainment, coronation, popularity, armed forces, defence, leisure, software, engineers, Silicon Valley, app, messaging, online, email, video conference, download rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation,

	Porthluney - What makes people go on a journey? Year B RS	prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant
the achievements of the earliest civilizations – an overview of where and when the first	Porthcurnick - Why should we remember the Shang dynasty? Year A Twinkl	Shang dynasty, Cheng Tang, Xia Dynasty, Bronze

civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<u>Portholland</u> - How much did the ancient Egyptians achieve? Year B RS	Age, civilisation, king, priest, noble, warrior, craftsmen, merchant, farmers, peasant, slave, social hierarchy, Shang Di, ancestor worship, tomb, oracle bone, divination, pyromancy, scapulae, plastrons, Wang Yirong, Liu E, Luo Zhenyu, Anyang, artefact, bronze, jade, white pottery, zun, ding, jue, Fu Hao, Yinxu, archaeology, Zheng Zhenxiang, tomb ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason,

		ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Porthluney - What did the Greeks do for us? Year B RS	Minoan, Mycenaean, Classical, Hellenistic, Roman, Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Porthluney - Why should we remember the Maya? Year B RS	religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology,

		culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance

Geography

Intent

- To deliver the geography National Curriculum, which identifies four key areas: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.
- To inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- To equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- To enable children to develop a greater understanding and knowledge of the world, as well as their place in it
- To deliver an investigative subject, which develops an understanding of concepts, knowledge and skills.
- To provide a curriculum that is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at primary school and also to their further education and beyond.
- To develop an understanding of the key human and physical geographical features of Cornwall and our local area.

Geography		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher us to deliver this objective?**	**Vocabulary**
KS1		
name and locate the world's seven continents and five oceans	Summers - Where in the world do these people live? RS Summers - Where do our favourite animals live? RS Perran - What are the wonders of our world? RS	continent, country, ocean, sea, Atlantic, Indian, Southern, Arctic, Pacific,

The Tregony Curriculum

		North America, South America, Europe, Asia, Africa, Australia, Antarctica.
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Summers - Where in the world do these people live? RS Summers - Where do our favourite animals live? RS Perran - What are seasons? RS Perran - Where does our food come from? RS	United Kingdom, England, Northern Ireland, Scotland, Wales, Glasgow, London, Belfast, Cardiff, Irish Sea, North Sea, English Channel
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Summers - Where in the world do these people live? RS Summers - Where do our favourite animals live? RS Perran - What are seasons? RS Perran - What are the wonders of our world? RS Perran - Where does our food come from? RS	Human geography, physical geography, United Kingdom, contrasting, different, same, similarities, differences.
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Summers - Where in the world do these people live? RS Summers - Where do our favourite animals live? RS Perran - What are seasons? RS Perran - Where does our food come from? RS Perran - What are seasons? RS	Season, weather, autumn, winter, spring, summer, equator, North pole, South pole.
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Summers - What is it like where we live? RS Summers - Where in the world do these people live? RS Summers - Where do our favourite animals live? RS Perran - What are seasons? RS Perran - What are the wonders of our world? RS Perran - Where does our food come from? RS	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Summers - Where in the world do these people live? RS Summers - Where do our favourite animals live? RS Perran - What are seasons? RS Perran - What are the wonders of the world? RS	Map, atlas, globe, United Kingdom, United Kingdom, England, Northern Ireland, Scotland, Wales, Glasgow, London, Belfast, Cardiff, Irish Sea, North Sea, English Channel, continent, country, ocean, sea, Atlantic, Indian, Southern, Arctic, Pacific, North America, South America, Europe, Asia, Africa, Australia, Antarctica.
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Summers - Rising Stars - What is it like where we live? Perran - What are seasons? RS	North, South, East, West, near, far, left right, route, features.
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Summers - What is it like where we live? RS Perran - What are seasons? RS	map, symbol, key, plan, landmark, physical features, human features.
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Summers - What is it like where we live? RS Perran - What are seasons? RS Perran - Where does our food come from? RS	fieldwork, human feature, physical feature.
KS2		
locate the world's countries, using maps to focus on Europe (including the location of	Porthcurnick – Where on Earth are we? Year A RS	continents, ocean, map, globe, address, postcode,

Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Portholland – What is special about mountains? Year B Twinkl Porthluney – What is life like in the Amazon? Year B RS	country, county, solar system, universe, satnav mountain, range, height, peak, contour, altitude, slopes, valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, forecast, average, tourism positive, negative, economic, social, environmental, region, river, river basin, source, mouth, weather, climate, seasons, forest, rainforest, city, state, primary source, secondary source, human features, physical features, settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad, deforestation

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name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Porthcurnick – Do we like to be beside the seaside? Year B RS Portholland – How does water go round and round? Year B RS Portholland – What is special about mountains? Year B Twinkl Portholland – How is the UK changing? Year B RS Porthluney – Are we damaging our world? Year A RS	coast, coastline, strandline, beach, rocks, cliff. physical features, human features, inundation, archipelago, port, dock, erosion, deposition, bleaching, climate change, reef, peninsula, region, settlement ocean, river, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, clouds, transpiration, vapour, droplets, precipitation, hydrological cycle, basin, urban, gradient, dam, hydro-electric power, reservoir, flood control, irrigation, water extraction, glacier, scree, confluence, upstream, downstream, erode mountain, range, height, peak, contour, altitude,

		slopes, valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, forecast, average, tourism continent, country, region, city, county, borough, British Isles, sustainability, legacy, regeneration, development, local, sustainability, habitat destruction, endangered, extinction, conservation, mineral, renewable, non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels, marine, ocean, endangered species, recycle, waste, biodiversity, environment
identify the position and significance of latitude, longitude, Equator, Northern	<u>Porthcurnick</u> – Where on Earth are we? Year A RS	longitude, latitude, Equator, hemisphere,

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Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Porthcurnick – What is unique about the European Alps? – Year B RS Portholland – Can you come on a great American road trip? Year A RS Porthluney – What is life like in the Amazon? Year B RS	Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, rotation, axis, clockwise, anti clockwise, international dateline
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Porthcurnick – Do we like to be beside the seaside? Year B RS Porthcurnick – What is unique about the European Alps? – Year B RS Portholland – What is life like in Scandinavia? Year A PlanBee Portholland – Can you come on a great American road trip? Year A RS Portholland – How is the UK changing? Year B RS Porthluney – What is life like in the Caribbean? Year A PlanBee Porthluney – What is life like in the Amazon? Year B RS	human features, physical features, tourism, location, coast, sea, waves, coastline, strandline, beach, dune, rocks, cliff, harbour, settlement, region, peninsula, reef, coral, dock, city, state, country, continent, region, skyscraper, routeway, city networks, landscape, itinerary, county, British Isles, sustainability, legacy, regeneration, development, local town, village, canal, river, mountain, lake, tectonic plates, climate, natural resources, industry, agriculture, tourism, avalanche, river basin, source, mouth, weather, climate, seasons, forest,

		rainforest, city, state, primary source, secondary source, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad, deforestation,
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Porthcurnick – Why is climate important? Year A RS Porthcurnick – What is unique about the European Alps? – Year B RS Porthcurnick – How does the earth shake, rattle and roll? Year B RS Portholland – Can you come on a great American road trip? Year A RS Portholland – How does water go round and round? Year B RS Portholland – What is special about mountains? Year B Twinkl	weather, forecast, season, climate, climate zone, polar, temperate, equatorial, tropical, rainforest, biome, flora, fauna, vegetation, temperature, glacier, ice flow, continent, tundra, subtropical, arid, rain shadow, monsoon, earthquake, rock strata, core, mantle, crust, tectonic plate, plate boundary, tectonics, volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, active, dormant, extinct, hazard, tsunami, Richter Scale, magnitude, city, state, country, continent, region, skyscraper, routeway, city

		networks, landscape, itinerary ocean, river, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, clouds, transpiration, vapour, droplets, precipitation, hydrological cycle, basin, urban, gradient, dam, hydro-electric power, reservoir, flood control, irrigation, water extraction, glacier, scree, confluence, upstream, downstream, erode mountain, range, height, peak, contour, altitude, slopes, valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau

		mountain, forecast, average, tourism
describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Portholland – How does water go round and round? Year B RS Porthluney – Are we damaging our world? Year A RS Porthluney – How will our world look in the future? Year A RS Porthluney – Where does all our stuff come from? Year B RS	import, export, trade, raw materials, man-made, native, season, biome, climate, recycle, reuse, fairtrade, country of origin, producer, retailer, consumer, sustainability, locally, sourced, human features, physical features, topographical features, region, future, housing, industry, employment, primary, secondary, tertiary, quaternary, amenities, accessible, public services, public spaces, community spirit, sustainable development
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Porthcurnick – Where on Earth are we? Year A RS Porthcurnick – Why is climate important? Year A RS Portholland – Can you come on a great American road trip? Year A RS Portholland – What is special about mountains? Year B Twinkl Portholland – How is the UK changing? Year B RS Porthluney – Are we damaging our world? Year A RS	map, globe, satnav, address, atlas

	Porthluney – What is life like in the Caribbean? Year A PlanBee Porthluney – Where does all our stuff come from? Year B RS Porthluney – What is life like in the Amazon? Year B RS	
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Porthcurnick – Where on Earth are we? Year A RS Portholland – Can you come on a great American road trip? Year A RS Portholland – How is the UK changing? Year B RS Porthluney – Are we damaging our world? Year A RS	globe, map, longitude, latitude, satnav, address, compass points, grid reference, Ordnance Survey, north, south, east, west
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Porthcurnick – Local study – What is the geography of the Roseland? Year A Portholland – Local Study – What is the geography of Truro? Year A Portholland – How is the UK changing? Year B RS Porthluney – How will our world look in the future? Year A RS Porthluney – Are we damaging our world? Year A RS Porthluney – Local Study – What is the geography of the River Fal? Year B	map, human features, physical features, enquiry

Modern Foreign Languages

Intent

- We teach the four areas of MFL: spoken language, reading, writing and cultural understanding.
- By providing an enjoyable and exciting French curriculum, we aim to develop an interest in a language and appreciation of a culture other than our own
- We aim to provide pupils with the skills needed to express their ideas and thoughts in another language and to understand and respond, both in speech and in writing.

The Tregony Curriculum

Modern Foreign Languages		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher us to deliver this objective?**	**Vocabulary**
KS2		
listen attentively to spoken language and show understanding by joining in and responding	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	●
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family	

	Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
Present ideas and information orally to a range of audience*	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
read carefully and show understanding of words, phrases and simple writing	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
appreciate stories, songs, poems and rhymes in the language	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets	

	Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
describe people, places, things and actions orally* and in writing	Porthcurnick, Year A - In the Classroom, Transport, Circle of life Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	
understand basic grammar appropriate to the language being studied, including (where	Porthcurnick, Year A - In the Classroom, Transport, Circle of life	

relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	Porthcurnick, Year B - Greeting with Puppets, Visual Composition, Playground Games Portholland, Year A - French Food, Miam Miam, Eurovision, French Speaking World Portholland, Year B - Birthdays, Clothes, Meet the Family Porthluney, Year A - Football Champions, The Holidays, Monster Pets Porthluney, Year B - Life in My Home, My Town and Place, French Sport and the Olympics	

Music

Intent

- To ensure all children believe they are musical.
- To have opportunities to listen to, create and perform in class, with the whole school and in the local community.
- As pupils progress, to develop a more critical engagement with music (understanding pitch, duration, dynamics, tempo, timbre, texture, structure) as well as notation skills.
- To listen and compose with increasing critique while also learning about a range of historical periods, styles and genres.
- To have opportunities to develop their own talent with individual music lessons and First Access tuition.

Music		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher use to deliver this objective?**	**Vocabulary**
KS1		
use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Summers and Perran** *Class playlists* **Summers** All About Me, Fairytales B1, Superheroes, Vocal and Body, Sounds By the Sea **Perran** Musical Me A1, Going on Safari, Trad stories A2 Gong on Safari A3, British Seaside Sounds B1	Chant, round, call and response, rhythm, structure, dynamics, duration, composition

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play tuned and untuned instruments musically	**Summers** All About Me A1, Classical Music Animals A2, Music Vocabulary Under the Sea A3, Fairytales B1, Superheroes B2, Vocal and Body Sounds By the Sea B3 **Perran** Musical Me A1, Trad stories A2, Going on Safari A3,, British Seaside Sounds B1, Space B2, Myths and legends B3	pulse, rhythm, dynamics, tempo, pitch, structure, texture, timbre
listen with concentration and understanding to a range of high-quality live and recorded music	**Summers and Perran** *Class playlists* **Summers** All About Me A1, Animals A2, Musical Vocabulary, Under the Sea A3, Fairytales B1, Superheroes B2, Vocal and Body Sounds by the Sea **Perran** Musical Me A1, Trad stories A2, Going on Safari A3,, British Seaside Sounds B1, Space B2, Myths and legends B3	orchestra, instruments, strings, woodwind, brass, percussion beat, compose, composition, graphic score, melody, notation, stave notation
experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Summers** All About Me A1, Classical Music Animals A2, Music Vocabulary Under the Sea A3, Fairytales B1, Superheroes B2, Vocal and Body Sounds By the Sea B3 **Perran** Musical Me A1, Trad stories A2, Going on Safari A3,, British Seaside Sounds B1, Space B2, Myths and legends B3	pulse, rhythm, tempo, dynamics pitch, timbre, texture, structure, graphic score, notation
Use ***graphic notation/stick notation***	**Summers** Musical vocabulary Under the Sea A3 **Perran** Musical Me A1 (C,D..) Myths and Legends B3	(representing crotchets, paired quaver, rests) C,D,E,F,G,A,B,
KS2		
Play and perform in solo and ensemble contexts, using their voices and instruments with increasing accuracy, fluency, control and expression	**Porthcurnick** Rainforests Body percussion A1, Pentatonic A2, Whole Class Instrumental A3 , Jazz B1, Romans B2, Recorders B3 **Porthholland** Rock n Roll A1, Looping and Mixing Dance Music A2, Whole Class Instrumental A3, Blues B1, Samba B2, Ancient Egyptians B3	coordinated, disciplined, crescendo straight quaver, swung quaver hand jive

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	Porthluney Advanced Rhythms A1, Songs of WW2 A2, Elements of Film Music A3, Whole Class Instrumental B1, Sea Shanties B2, Leavers' Song B3	chord, 12 bar blues
improvise and compose music for a range of purposes using the inter-related dimensions of music	**Porthcurnick** Rainforest Body percussion A1, Chinese pentatonic A2, Jazz B1, Romans B2 **Porthholland** Rock n Roll A1, Looping and Mixing Dance Music A2, Whole Class Instrumental A3, Blues B1, Samba B2, Ancient Egyptians B3 **Porthluney** Advanced Rhythms A1, Songs of WW2 A2, Elements of Film Music A3, Whole Class Instrumental B1, Sea Shanties B2, Leavers' Song B3	pulse, rhythm the 7 inter-related dimensions of music: tempo, dynamics pitch, duration, timbre, texture, structure,
listen with attention to detail and recall sounds with increasing aural memory	**Porthcurnick** Rainforest A1, Chinese pentatonic A2, whole class instrumental A3, Jazz B1 Romans B2, Recorders B3 **Porthholland** Rock n Roll A1, Looping and Mixing Dance Music A2, Whole Class Instrumental A3, Blues B1, Samba B2, Ancient Egyptians B3 **Porthluney** Advanced Rhythms A1, Songs of WW2 A2, Elements of Film Music A3, Whole Class Instrumental B1, Sea Shanties B2, Leavers' Song B3	**Year 3** stave, crotchets, paired quavers, minims, fast (allegro) slow (adagio) loud (forte) quiet (piano) **Year 4** pentatonic scale, rests, getting faster (accelerando), getting slow (rallentando), getting louder (crescendo) getting softer (decrescendo) legato (smooth) staccato (detached)
use and understand ***staff and other musical notations***	**Porthcurnick** - Rainforests A1 Chinese pentatonic scales A2, Whole class instrumental A3, Jazz B1, Romans B2, recorders B3 **Porthholland** Rock n Roll A1, Looping and Mixing Dance Music A2, Whole Class Instrumental A3, Blues B1, Samba B2, Ancient Egyptians B3 **Porthluney** Advanced Rhythms A1, Songs of WW2 A2, Elements of Film Music A3, Whole Class Instrumental B1, Sea Shanties B2, Leavers' Song B3	**Years 5/6** fortissimo (very loud) pianissimo (very quiet) mezzo forte (moderately loud) mezzo piano (moderately quiet) semibreves, semiquavers

Use and appreciate a wide range of high quality live and recorded music drawn from ***different traditions*** and from ***great composers and musicians***	**Porthcurnick** Rainforest A1, Chinese pentatonic A2, whole class instrumental A3, Jazz B1 Romans B2, Recorders B3 **Porthholland** Rock n Roll A1, Looping and Mixing Dance Music A2, Whole Class Instrumental A3, Blues B1, Samba B2, Ancient Egyptians B3 **Porthluney** Advanced Rhythms A1, Songs of WW2 A2, Elements of Film Music A3, Whole Class Instrumental B1, Sea Shanties B2, Leavers' Song B3	
Develop an understanding of the ***history*** of music	**Porthcurnick, Portholland, Porthluney** *Class playlists* **Porthcurnick** Rainforest A1, Chinese pentatonic A2, whole class instrumental A3, Jazz B1 Romans B2, Recorders B3 **Porthholland** Rock n Roll A1, Looping and Mixing Dance Music A2, Whole Class Instrumental A3, Blues B1, Samba B2, Ancient Egyptians B3 **Porthluney** Advanced Rhythms A1, Songs of WW2 A2, Elements of Film Music A3, Whole Class Instrumental B1, Sea Shanties B2, Leavers' Song B3	

Physical Education - Curriculum currently under review

Intent

- To deliver the PE National Curriculum, which aims to ensure that all pupils: develop confidence and competence in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives
- To develop the child as a whole, focussing on the physical, emotional and social well-being of our children, as well as the technical side of sport.
- To ensure that PE is accessible to all pupils, giving them an opportunity to achieve their personal best.
- To provide pupils with different opportunities to gain life skills, such as teamwork and perseverance, as well as important skills that help to keep us safe, like swimming and water safety.
- To provide opportunities for experience beyond the national curriculum that are relevant to our local context.

The Tregony Curriculum

Physical Education		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher us to deliver this objective?**	**Vocabulary**
KS1		
develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	**Summers** - 1.1 Multi-Skills, 1.2 Boot camp, 2.1 Ugly bug ball dance, 2.2 Mighty movers, 3.1 Groovy gymnastics, 3.2 Skip to the beat, 4.2 Gymfit circuits, 5.1 Throwing and catching, 5.2 Cool core (strength), 6.1 Active athletics, 6.2 Fitness frenzy **Pendower** - 1.1 Multi-Skills, 1.2 Boot camp, 2.1 Ugly bug ball dance, 2.2 Mighty movers, 3.1 Groovy gymnastics, 3.2 Skip to the beat, 4.2 Gymfit circuits, 5.1 Throwing and catching, 5.2 Cool core (strength), 6.1 Active athletics, 6.2 Fitness frenzy	
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Summers** - 1.1 Multi-skills, 1.2 Boot camp, 2.2 Mighty movers, 3.1 Groovy gymnastics, 3.2 Skip to the beat, 4.1 Brilliant ball skills, 4.2 Gymfit circuits, 5.1 Throwing and catching (field games), 5.2 Cool core (strength), 6.1 Active athletics, 6.2 Fitness frenzy **Pendower** - 1.1 Multi-skills, 1.2 Boot camp, 2.2 Mighty movers, 3.1 Groovy gymnastics, 3.2 Skip to the beat, 4.1 Brilliant ball skills, 4.2 Gymfit circuits, 5.1 Throwing and catching (field games), 5.2 Cool core (strength), 6.1 Active athletics, 6.2 Fitness frenzy	
participate in team games, developing simple tactics for attacking and defending	**Summers** - 4.1 Brilliant ball skills, 5.1 Throwing and catching (field games), 6.1 Active athletics **Pendower** - 1.1 Multi-skills, 4.1 Brilliant ball skills	
perform dances using simple movement patterns.	**Summers** - 2.1 Story time dance **Pendower** - 2.1 Ugly bug ball dance	
KS2		
Pupils should continue to apply and develop a broader range of skills, learning how to use	**Porthcurnick** - All units **Portholland** - All units **Porthluney** - All units	

them in different ways and to link them to make actions and sequences of movement.		
They should enjoy communicating, collaborating and competing with each other.	**Porthcurnick** - 1.1 Multi-skills, 4.1 Brilliant ball skills, 5.1 Throwing and catching (fielding games), 6.1 Active athletics **Portholland** - 1.1 Invaders, 4.1 Striking and fielding, 5.1 Nimble nets, 6.1 Young Olympians **Porthluney** - 1.1 Invaders, 2.1 Dyamic dance, 4.1 Striking and fielding, 5.1 Nimble nets, 6.1 Young Olympians	
They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	**Porthcurnick** - All units **Portholland** - All units **Porthluney** - All units	
Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination	**Porthcurnick** - 1.1 Multi-Skills, 1.2 Boot camp, 2.2 Mighty movers, 3.1 Groovy gymnastics, 4.1 Brilliant ball skills, 5.1 Throwing and catching (fielding games), 5.2 Cool core (strength), 6.1 Active athletics, 6.2 Fitness frenzy **Portholland** - 1.2 Boot camp, 3.2 Step to the beat, 4.1 Striking and fielding, 5.1 Nimble nets, 6.1 Young Olympians, 6.2 Fitness frenzy **Porthluney** - 1.2 Boot camp, 2.2 Mighty movers (boxercise), 3.2 Step to the beat, 4.1 Striking and fielding 4.2 Gymfit (circuits), 5.1 Nimble nets, 6.1 Young Olympians, 6.2 Fitness frenzy	
Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Porthcurnick** - 5.1 Throwing and catching (fielding games) **Portholland** - 1.1 Invaders, 4.1 Striking and fielding, 4.2 Gymfit (circuits), 5.1 Nimble nets **Porthluney** - 1.1 Invaders, 4.1 Striking and fielding, 5.1 Nimble nets	

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Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**Porthcurnick** - 1.1 Multi-skills 1.2 Boot camp, 3.1 Groovy gymnastics, 3.2 Skip to the beat, 4.2 Gymfit (circuits), 6.1 Active athletics, 6.2 Fitness frenzy **Portholland** - 2.1 Dynamic dance, 2.2 Mighty movers (boxercise), 3.1 Gym sequences, 4.2 Gymfit (circuits), 5.2 Cool core (pilates), 6.1 Young Olympians, 6.2 Fitness frenzy **Porthluney** - 1.2 Boot camp, 2.1 Dynamic dance, 2.2 Mighty movers (boxercise), 3.1 Gym sequences, 3.2 Step to the beat, 4.2 Gymfit (circuits), 5.2 Cool core (pilates), 6.1 Young Olympians, 6.2 Fitness frenzy	
Pupils should be taught to perform dances using a range of movement patterns	**Porthcurnick** - 2.1 African dance **Portholland** - 2.1 Dynamic dance **Porthluney** - 2.1 Dynamic dance	
Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best	**Porthcurnick** - 4.2 Gymfit (circuits) **Portholland** - 2.1 Dynamic dance, 3.1 Gym sequences, 3.2 Step to the beat, 4.2 Gymfit (circuits) **Porthluney** - 1.1 Invaders, 2.1 Dynamic dance, 3.1 Gym sequences, 4.2 Gymfit (circuits), 5.2 Cool core (pilates), 6.1 Young Olympians, 6.2 Fitness frenzy	
Swimming **All schools must provide swimming instruction either in key stage 1 or key stage 2.**		
swim competently, confidently and proficiently over a distance of at least 25 metres	Provided by Polkyth Pool staff	
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke	Provided by Polkyth Pool staff	
perform safe self-rescue in different water-based situations	Provided by Polkyth Pool staff	

The Tregony Curriculum

Religious Education

Intent

- To deliver the Cornwall Agreed Syllabus for RE, which identifies three key areas: making sense of beliefs, making connections and understanding the impact.
- To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.
- To enable children to become independent and responsible members of a society who understand and explore big questions about life and to find out what people believe and what difference this makes to how they live.
- To provide children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- To equip children with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- To develop an ability to debate and discuss important issues so that they can participate positively in our society, with its diverse religions and worldviews.
- To provide children with opportunities to make sense of a range of religious and non-religious beliefs, understand the impact of and significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Religious Education		
Cornwall Agreed Syllabus Objectives	**Where is this taught? When is this taught? What resource will the teacher use to deliver this objective?**	**Vocabulary**
KS1		
Make sense of a range of religious and non-religious beliefs: ● identify core beliefs and concepts studied and give a simple description of what they mean	All units will be taught based on the Cornwall Agreed Syllabus, with other resources to support. <u>Summers</u> Who do Christians say made the world?	God, creation, creator, Christain, Christianity, harvest, Bible, Jesus, precious, cross, unique,

• give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple account of what stories and other texts mean to believers Understand the impact and significance of religious and non-religious beliefs: • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice Make connections between religious and non-religious beliefs, concepts, practices and ideas studied: • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make	Who is Jewish and how do they live? How should we care for others and the world and why does it matter? Why does Christmas matter to Christians? Why does Easter matter to Christians? What makes some places sacred to believers? <u>Perran</u> What is the 'good news' Chrsitians say Jesus brings? What does it mean to belong to a faith community? What do Christians believe God is like? Who is Muslim and how do they live? Why does Christmas matter to Christians? Why does Easter matter to Christians?	valuable, baptism, disciples, church, font, holy book, parable, praise, forgive, prayer, worship, grace, Gospels, incarnation, advent, peace, crucifixion, salvation, heaven, hymns, ichthus, rosary Muslim, Islam, mosque, minaret, prophet, Allah, Tawhid, Iman, Shahadah, Qur'an, ibadah, salah, minbar, mihrab, muezzin, zakah, Ka'aba Jew, Judaism, synagogue, Chanukah, Shabbat, Sukkot, mezuzah, challah, tzizit, tefillin, tallit, kippah, bimah, menorah, Kiddush cup traditions, beliefs, belong, symbol, festival, celebrate, special, wonder, wonderful
LKS2		
Make sense of a range of religious and non-religious beliefs: • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the key concepts studied	All units will be taught based on the Cornwall Agreed Syllabus, with other resources to support. <u>Porthcurnick</u> What is it like for someone to follow God? Year A What do Christians learn from the Creation story? Year A	ceremony, wedding, commands, commandment, pact, covenant, Trinity, symbolic, Holy Spirit, leper, Samaritan, salvation, sin,

• offer suggestions about what texts/sources of authority can mean and give examples of what theses sources mean to believers	How do festivals and family life show what matters to Jewish people? Year A What kind of world would Jesus want? Year A What do Hindus believe God is like? Year B What does it mean to be a Hindu in Britain today? Year B Why do Christians call the day Jesus died 'Good Friday'? Year B How and why do people mark the significant events of life? Year B <u>Portholland</u> What is the 'Trinity' and why is it important for Christians? Year B For Christians, what was the impact of Pentecost? Year B How do festivals and worship show what matters to Muslims? Year A How and why do people try to make the world a better place? Year A	Pentecost, communion, confession ibadah, Five Pillars, Shahadah, Eid-ul-Fitr, Ramadan, rak'ah, subhah, masjib, zakah Rosh Hashanah, Yom Kippur, shofar, tashlich, Pesach, Passover, Talmud, Siddur, bar/bat mitzvah, tikkun olam, tzedaka Aum, deity, Diwali, Svetaketu, murtis, shrine, Brahman, Brahma, Vishnu, Shiva, Saraswati, Lakshmi, Parvati, Ramayana, puja, Sanatan, Dharma, mandir, arti, bhajans, prashad, Holi, Durga Puja promises, faith community, rituals, commitment, civil, spiritual, conscience, justice, secular
Understand the impact and significance of religious and non-religious beliefs: • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into action		
Make connections between religious and non-religious beliefs, concepts, practices and ideas studied: • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make		
UKS2		
Make sense of a range of religious and non-religious beliefs:		

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• identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority	All units will be taught based on the Cornwall Agreed Syllabus, with other resources to support. <u>Portholland</u> Why do Christians believe Jesus was the Messiah? Year A Why do some people believe in God and some people not? Year A How can following God bring freedom and justice? Year B For Christians, what kind of king is Jesus? Year B What do Christians believe Jesus did to 'save' people? Year B <u>Porthluney</u> What does it mean if Christians believe God is holy and loving? Year A Are creation and science conflicting or complementary? Year B How do Christians decide how to live? 'What would Jesus do?' Year A Why do Hindus want to be good? Year B What does it mean to be a Muslim in Britain today? Year A Why is the Torah so important to Jewish people? Year A What matters most to Humanists and Christians? Year A How does faith help people when life gets hard? Year B What difference does the Resurrection make for Christians? Year B	Messiah, saviour, sermon, martyr, devil, theist, liturgy Sunni, Shi'a, Sufi, salat, sawm, Haji, ummah, Eid-ul-Adha, Sunnah, Hadith, sadaqah Orthodox, Progressive, Sefer, TeNaKh, Nevi'im, Ketuvim, mitzvoth atman, dharma, karma, samsara, moksha, Mahabharata, purusharthas, artha, ahimsa, satya mercy, cosmology, evolution, awe, sacrifice, moral, meditation, agnostic
Understand the impact and significance of religious and non-religious beliefs: • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures		
Make connections between religious and non-religious beliefs, concepts, practices and ideas studied: • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently		

• consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connection sthey make		

Science

Intent

- To deliver the science National Curriculum, which identifies three key areas: knowledge and understanding, working scientifically and the application of science.
- To ensure pupils have sufficient scientific knowledge to understand both the uses and applications of science, today and in the future
- To become familiar with the achievements and work of famous scientists
- To develop pupils' ability to show curiosity, pose questions, investigate these using correct techniques, accurately record their findings using appropriate scientific language and analyse their results
- To help pupils develop the skills of prediction, hypothesising, experimentation, investigation, observation, measurement, interpretation and communication
- To make pupils aware of and alert to links between science and other school subjects, as well as their lives more generally.

Science		
National Curriculum Objectives	**Where is this taught? When is this taught? What resource will the teacher use to deliver this objective?**	**Vocabulary**
KS1		
Working scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:		
observing closely, using simple equipment performing simple tests	Summers - Plants (Hamilton - What's Growing in our Garden? Year 1) - Year A and B	compare, describe, similar, patterns, measure, record,

asking simple questions and recognising that they can be answered in different ways identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions	Summers - Animals Including Humans (Hamilton - Ourselves, Year 1) - Year A and B Summers - Animals Including Humans (Hamilton - Our Pets, Year 1) - Year A and B Summers - Everyday Materials (Hamilton - Let's Build, Year 1) - Year A and B Summers - Seasonal Changes (Hamilton - Wonderful Weather, Year 1) - Year A and B Towan - Plants (Hamilton - Ready, Steady, Grow, Year 2) - Year A and B Towan - Animals Including Humans (Hamilton - Healthy Animals, Year 2) - Year A and B Towan - Living Things and Their Habitats (Hamilton - Gardens and Allotments, Year 2) - Year B	data, gather, predict, test, classify, identify, notice, observations, predictions, explore, investigate, group, similarities, differences
Year 1		
Plants Pupils will be taught to:		
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Summers - Plants (Hamilton - What's Growing in our Garden? Year 1) - Year A and B	potato, chitting, weed, deciduous, evergreen
identify and describe the basic structure of a variety of common flowering plants, including trees	Summers - Plants (Hamilton - What's Growing in our Garden? Year 1) - Year A and B	plant, leaf, roots, stem, grow, weed, change, living, water, healthy, seeds, garden centre, weed, pollen, flower, trunk, bark
Animals Including Humans Pupils will be taught to:		

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Summers - Animals Including Humans (Hamilton - Our Pets, Year 1) - Year A and B	amphibians, reptiles, mammals, birds, pets,
identify and name a variety of common animals that are carnivores, herbivores and omnivores		group, classify, carnivores, herbivores, omnivores
describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Summers - Animals Including Humans (Hamilton - Our Pets, Year 1) - Year A and B	behaviour, habitat, living things, damp, shady, dry, vertebrate, invertebrate, backbone, happy, healthy, birds, fish, amphibians, reptiles, mammals, pets, healthcare
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Summers - Animals Including Humans (Hamilton - Ourselves, Year 1) - Year A and B	baby, offspring, adult, changes, growing, centimetre, milimetre, ears, senses, hearing, patterns, tongue, taste, touch, sight, smell, hear, sense, sensory, basic needs, water, food, air, breathing, survival
Everyday Materials Pupils will be taught to:		
distinguish between an object and the material from which it is made	Summers - Everyday Materials (Hamilton - Let's Build, Year 1) - Year A and B	wood, metal, plastic, glass, rock, materials,
identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Summers - Everyday Materials (Hamilton - Let's Build, Year 1) - Year A and B	wood, metal, plastic, glass, rock, materials,

describe the simple physical properties of a variety of everyday materials	Summers - Everyday Materials (Hamilton - Let's Build, Year 1) - Year A and B	rough/smooth, flat/bumpy, sharp/blunt, properties, magnetic, non-magnetic
compare and group together a variety of everyday materials on the basis of their simple physical properties	Summers - Everyday Materials (Hamilton - Let's Build, Year 1) - Year A and B	rough/smooth, flat/bumpy, sharp/blunt, properties, magnetic, non-magnetic
Seasonal Changes Pupils will be taught to:		
observe changes across the 4 seasons	Summers - Seasonal Changes (Hamilton - Wonderful Weather, Year 1) - Year A and B	rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, summer, autumn, winter, spring, seasons, rainfall, precipitation, temperature, thermometer
observe and describe weather associated with the seasons and how day length varies	Summers - Seasonal Changes (Hamilton - Wonderful Weather, Year 1) - Year A and B	rain, snow, storm, thunder, lightning, cloudy, clothing, warm, cold, forecast, summer, autumn, winter, spring, seasons, shadow, sun, earth, spin, day, night, light, dark, rainfall, precipitation, wind, direction, gauge, temperature, thermometer, light source
Year 2		
Living Things and Their Habitats Pupils will be taught to:		

explore and compare the differences between things that are living, dead, and things that have never been alive		
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Perran - Living Things and Their Habitats (Hamilton - Gardens and Allotments, Year 2) - Year A and B	habitat, savannah, rainforest, tundra, micro-habitat, features, germination, mini-beasts
identify and name a variety of plants and animals in their habitats, including microhabitats	Perran - Living Things and Their Habitats (Hamilton - Gardens and Allotments, Year 2) - Year A and B	habitat, savannah, rainforest, tundra, micro-habitat, features, growth, germination, planting, edible, mini-beasts
describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Perran - Living Things and Their Habitats (Hamilton - Gardens and Allotments, Year 2) - Year A and B	food chain, predator, habitats, dependence, energy, transfer, harvest, grow, allotment, produce, soil, wash, cook,
Plants Pupils will be taught to:		
observe and describe how seeds and bulbs grow into mature plants	Perran - Plants (Hamilton - Ready, Steady, Grow, Year 2) - Year A and B	seed, seed coat, bean, water, warmth, nutrients, leaves, stem, roots, leaves, stem, roots, flower, bark, trunk
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Perran - Plants (Hamilton - Ready, Steady, Grow, Year 2) - Year A and B	warmth, light, water, dry, wet, moist, growth, germination, healthy
Animals Including Humans		

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Pupils will be taught to:		
notice that animals, including humans, have offspring which grow into adults	Perran - Animals Including Humans (Hamilton - Healthy Animals, Year 2) - Year A and B	baby, offspring, adult, changes, growing, centimetre, milimetre, ears, senses, hearing, patterns, tongue, taste, touch, sight, smell, hear, sense, sensory, egg, chick
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Perran - Animals Including Humans (Hamilton - Healthy Animals, Year 2) - Year A and B	basic needs, water, food, air, breathing, survival
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Perran - Animals Including Humans (Hamilton - Healthy Animals, Year 2) - Year A and B	healthy, heart, beating, healthy, exercise, fruit, vegetables, bread, rice, potatoes, pasta, milk, dairy, food high in fat, sugar, meat, fish, egg, beans
Uses of Everyday Materials Pupils will be taught to:		
identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Perran - Everyday Materials (Hamilton - Squash, bend, Stretch, Year 2) - Year A and B	rough/smooth, flat/bumpy, sharp/blunt, wood, metal, plastic, glass, rock, materials, properties, magnetic, non-magnetic
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Perran - Everyday Materials (Hamilton - Squash, bend, Stretch, Year 2) - Year A and B	wood, metal, plastic, glass, rock, squash, bend, twist, stretch
Lower KS2 (Years 3 and 4)		

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Working Scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:		
asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings	Porthcurnick - Plants (Hamilton - Roots and Shoots, Year 3) - Year A Porthcurnick - Animals Including Humans (Hamilton - Fit for Success, Year 3/4) - Year A Porthcurnick - Rocks (Hamilton - Rocks and Fossils, Year 3) - Year B Porthcurnick - Light (Hamilton - Light and Shadows, Year 3) - Year B Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A Portholland - Living Things and Their Habitats (Hamilton - Name That Living Thing, Year 4) - Year B Porthcurnick - Animals Including Humans (Hamilton - Are These Your Teeth, Year 4) - Year A Porthcurnick - States of Matter (Hamilton - States of Matter Scientists, Year 4) - Year B Portholland - Sound (Hamilton - Listen Up, Year 4) - Year A Portholland - Electricity (Hamilton - It's Electric, Year 4) - Year B	research, relevant, questions, scientific enquiry, fair test, comparative, systematic, accurate, careful observation, measurement, equipment, thermometer, data logger, data, gather, record, classify, present, drawings, labelled diagrams, keys, bar charts, tables, oral and written explanations, conclusion, prediction, differences, similarities, changes, evidence, improve, secondary sources, guides, construct, interpret, research, scattergram
Year 3		

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Plants Pupils will be taught to:		
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Porthcurnick - Plants (Hamilton - Roots and Shoots, Year 3) - Year A	plants, root, stem, leaves, buds, fruits, seeds
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Porthcurnick - Plants (Hamilton - Roots and Shoots, Year 3) - Year A	growth, light, warmth, air, soil, water, seedlings, height, light level, wilting, yellowing, requirement
investigate the way in which water is transported within plants	Porthcurnick - Plants (Hamilton - Roots and Shoots, Year 3) - Year A	roots, transported, stem,
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Porthcurnick - Plants (Hamilton - Roots and Shoots, Year 3) - Year A	plants, roots, stem, leaves, growth, soil, water, warmth, seedlings, air, buds, fruits, seeds
Animals Including Humans Pupils will be taught to:		
identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Porthcurnick - Animals Including Humans (Hamilton - Fit for Success, Year 3/4) - Year A	herbivore, carnivore, omnivore, nutrition, diet, food chain, carbohydrates, proteins, dairy, fats, sugars, vitamins, minerals, fibre, growth, repair, health, energy
identify that humans and some other animals have skeletons and muscles for support, protection and movement	Porthcurnick - Animals Including Humans (Hamilton - Fit for Success, Year 3/4) - Year A	vertebrate, invertebrate, bone, skeleton, skull, ribcage, pelvis, femur, muscles, joints, tendons, contract, relax, biceps,

		triceps, lungs, diaphragm, heart
Rocks Pupils should be taught to:		
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Porthcurnick - Rocks (Hamilton - Rocks and Fossils, Year 3) - Year B	rock, sandstone, limestone, chalk, granite, slate, marble, Petrologist, man-made rocks, brick, tile, concrete, igneous, sedimentary, metamorphic, permeable, impermeable, acid, erosion, marble, chalk, limestone, slate, granite, sandstone
describe in simple terms how fossils are formed when things that have lived are trapped within rock	Porthcurnick - Rocks (Hamilton - Rocks and Fossils, Year 3) - Year B	fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould, cast
recognise that soils are made from rocks and organic matter	Porthcurnick - Rocks (Hamilton - Rocks and Fossils, Year 3) - Year B	soil, micro-organisms, organic matter, particles, sand, silt
Light Pupils will be taught to:		
recognise that they need light in order to see things and that dark is the absence of light	Porthcurnick - Light (Hamilton - Light and Shadows, Year 3) - Year B	light, white light, visible light, colour, spectrum, refraction
notice that light is reflected from surfaces	Porthcurnick - Light (Hamilton - Light and Shadows, Year 3) - Year B	light source, energy, reflector, reflect, mirror,

recognise that light from the sun can be dangerous and that there are ways to protect their eyes		reflection, image, concave, convex
recognise that shadows are formed when the light from a light source is blocked by an opaque object	Porthcurnick - Light (Hamilton - Light and Shadows, Year 3) - Year B	transparent, translucent, opaque, shadow, light source
find patterns in the way that the size of shadows change	Porthcurnick - Light (Hamilton - Light and Shadows, Year 3) - Year B	transparent, translucent, opaque, shadow, light source
Forces and Magnets Pupils will be taught to:		
compare how things move on different surfaces	Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A	force, push, pull, friction, twist, gravity, magnetism, contact, Newton, force meter
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A	force, magnet, magnetic, attract, attraction, strength, magnetic, non-magnetic, attract, attraction, metal, iron, steel
observe how magnets attract or repel each other and attract some materials and not others	Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A	force, magnet, magnetic, attract, attraction, strength, magnetic, non-magnetic, attract, attraction, metal, iron, steel
compare and group together a variety of everyday materials on the basis of whether	Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A	force, magnet, magnetic, attract, attraction,

they are attracted to a magnet, and identify some magnetic materials		strength, magnetic, non-magnetic, attract, attraction, metal, iron, steel
describe magnets as having 2 poles	Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A	magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, north, south
predict whether 2 magnets will attract or repel each other, depending on which poles are facing	Porthcurnick - Light (Hamilton - Magnetic Fun and Games, Year 3/4) - Year A	magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, north, south, force
Year 4		
Living Things and Their Habitats Pupils will be taught to:		
recognise that living things can be grouped in a variety of ways	Portholland - Living Things and Their Habitats (Hamilton - Name That Living Thing, Year 4) - Year B	alive, dead, never been alive, movement, reproduction, sensitivity, nutrition, excretion, respiration, growth, habitat, local, classify, sort, group, similar, different, branching database, identify, variety
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Portholland - Living Things and Their Habitats (Hamilton - Name That Living Thing, Year 4) - Year B	habitat, living thing, alive, dead, never been alive, plant, animal, insect, local, natural, man-made, vertebrate, invertebrate,

		arachnid, classify, sort, group, similar, different, branching database, identify, variety
recognise that environments can change and that this can sometimes pose dangers to living things	Portholland - Living Things and Their Habitats (Hamilton - Help Our Habitats, Year 4) - Year B	observation, details, identify, classify
Animals Including Humans Pupils will be taught to:		
describe the simple functions of the basic parts of the digestive system in humans	Porthcurnick - Animals Including Humans (Hamilton - Are These Your Teeth, Year 4) - Year A	digestive system, nutrition, mouth, teeth, saliva, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, faeces (poo), nutrition, incisor, canine, molar, oesophagus (gullet)
identify the different types of teeth in humans and their simple functions	Porthcurnick - Animals Including Humans (Hamilton - Are These Your Teeth, Year 4) - Year A	teeth, incisors, molars, canines, jaw, evidence, digestion, chew, saliva, herbivore, carnivore, omnivore, digestion, diet, faeces
construct and interpret a variety of food chains, identifying producers, predators and prey	Porthcurnick - Animals Including Humans (Hamilton - Are These Your Teeth, Year 4) - Year A	food chain, producer, predator, prey, consumer, herbivore, omnivore, carnivore, impact
States of Matter Pupils will be taught to:		

compare and group materials together, according to whether they are solids, liquids or gases	Porthcurnick - States of Matter (Hamilton - States of Matter Scientists, Year 4) - Year B	solid, liquid, state, matter, particle, grain, category
observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	Porthcurnick - States of Matter (Hamilton - States of Matter Scientists, Year 4) - Year B	solid, liquid, gas, state, particles, solidifying, freezing, melting, condensing, evaporating, particles, thermometer, temperature, Celsius, Fahrenheit, degrees
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Porthcurnick - States of Matter (Hamilton - States of Matter Scientists, Year 4) - Year B	evaporation, condensation, precipitation, particle, state, liquid, gas, solid, ice, rain, clouds, vapour, transpiration, cycle, temperature, change, solid, liquid, gas, state
Sound Pupils will be taught to:		
identify how sounds are made, associating some of them with something vibrating	Portholland - Sound (Hamilton - Listen Up, Year 4) - Year A	sound, listen, hear, ears, noise, loud, quiet, silent, vibrations
recognise that vibrations from sounds travel through a medium to the ear	Portholland - Sound (Hamilton - Listen Up, Year 4) - Year A	sound, transmit, medium, air, water, solid, vibrations, source, sound waves, particles, travel
find patterns between the pitch of a sound and features of the object that produced it	Portholland - Sound (Hamilton - Listen Up, Year 4) - Year A	sound, volume, loudness, amplitude, pitch,

		soundwave, frequency, muffle
find patterns between the volume of a sound and the strength of the vibrations that produced it	Portholland - Sound (Hamilton - Listen Up, Year 4) - Year A	sound, volume, loudness, amplitude, pitch, soundwave, frequency, muffle
recognise that sounds get fainter as the distance from the sound source increases	Portholland - Sound (Hamilton - Listen Up, Year 4) - Year A	vibrations, sound waves, sign language
Electricity Pupils will be taught to:		
identify common appliances that run on electricity	Portholland - Electricity (Hamilton - It's Electric, Year 4) - Year B	electricity, danger, power, electrocute, plug, socket, safety
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Portholland - Electricity (Hamilton - It's Electric, Year 4) - Year B	electricity, circuit, switch, battery, plug, mains, appliance, device, wire, crocodile clip, bulb, buzzer, connection, power, cell, energy, flow, current
identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	Portholland - Electricity (Hamilton - It's Electric, Year 4) - Year B	energy, flow, current, electricity, circuit, switch, battery, wire, crocodile clip, bulb, buzzer, connection, power, cell, energy, conductor, insulator, serie circuit
recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Portholland - Electricity (Hamilton - It's Electric, Year 4) - Year B	electricity, circuit, switch, battery, wire, crocodile clip, bulb, buzzer,

		connection, power, cell, energy, conductor, insulator, serie circuit
recognise some common conductors and insulators, and associate metals with being good conductors	Portholland - Electricity (Hamilton - It's Electric, Year 4) - Year B	electricity, circuit, switch, battery, plug, mains, appliance, device, wire, crocodile clip, bulb, buzzer, connection, power, cell, energy, flow, current, conductor, insulator
Upper KS2 (Years 5 and 6)		
Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:		
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal	Portholland - Living Things and Their Habitats (Hamilton - The Art of Living, Year 5) - Year A Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A Portholland - Earth and Space (Hamilton - Space Presenters, Year 5) - Year B Porthluney - Forces (Hamilton - May the Forces be with you, Year 5) - Year B Porthluney - Living Things and their Habitats (Hamilton - Classification Connoisseurs, Year 6) - Year B Porthluney - Animals Including Humans (Hamilton - The Art of Being Human, Year 6) - Year A Porthluney - Evolution and Inheritance (Hamilton - The Game of Survival, Year 6) - Year A	opinion, fact, variables, independent variable, dependent variable, controlled variable, precision, classification keys, scatter graphs, line graphs, notice relationships, support, degree of trust, causal relationships, refute

relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments	Porthluney - Light (Hamilton - Crime Lab Investigation, Year 6) - Year A	
Year 5		
Living Things and their Habitats Pupils will be taught to:		
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Portholland - Living Things and Their Habitats (Hamilton - The Art of Living, Year 5) - Year A	life cycle, asexual & sexual reproduction, metamorphosis, amphibian, insect, Mammal, bird, sexual reproduction, life cycle, gestation, foetus, sperm, egg, uterus, chick, egg, baby, adult
describe the life process of reproduction in some plants and animals	Portholland - Living Things and Their Habitats (Hamilton - The Art of Living, Year 5) - Year A	gamete, stamen, stigma, carpel, pistil, pollination, germination, flowering, sexual reproduction, life cycle, seed, pollen, anther, filament, style, ovary, botanical illustration, dissection, Corm, bulb, spores, cutting, fern, moss, liverwort, tubers, asexual, non-flowering, propagation, artificial, natural

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Animals Including Humans Pupils will be taught to:		
describe the changes as humans develop to old age	SRE - Year 5 (Jigsaw)	
Properties and Changes of Materials Pupils will be taught to:		
compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A	opinion/fact, variables, accuracy, precision, scatter graphs, material names, property names, variables, accuracy, precision, line graphs, causal relationship, degree of trust, thermal insulator/conductor
know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A	
use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A	
give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A	opinion/fact, variables, accuracy, precision, variables, accuracy, precision, line graphs, causal relationship, degree of trust, thermal insulator/conductor, scatter

		graphs, material names, property name
demonstrate that dissolving, mixing and changes of state are reversible changes	Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A	solid, liquid, gas, dissolve, soluble, solute, solution, filter, sieve, magnet/ism, evaporation
explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Portholland - Properties and Changes of Materials (Hamilton - Music Festival Materials and Changing Materials, Year 5) - Year A	soluble, insoluble, filter, sieve, magnet/ism, new material, not usually reversible, gas given off,evaporation, sieving, filtering, magnets, heating, burning, cooking, reaction
Earth and Space Pupils will be taught to:		
describe the movement of the Earth and other planets relative to the sun in the solar system	Portholland - Earth and Space (Hamilton - Space Presenters, Year 5) - Year B	Earth, planets, Sun, solar system, Moon, celestial body, sphere/spherical, rotate/rotation, spin, night & day, opinion/fact, support/refute, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, orbit, geocentric & heliocentric models
describe the movement of the moon relative to the Earth	Portholland - Earth and Space (Hamilton - Space Presenters, Year 5) - Year B	Earth, planets, Sun, solar system, Moon, celestial body, sphere/spherical, rotate/rotation, spin, night

		& day, opinion/fact, support/refute, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, orbit, geocentric & heliocentric models
describe the sun, Earth and moon as approximately spherical bodies	Portholland - Earth and Space (Hamilton - Space Presenters, Year 5) - Year B	Earth, planets, Sun, solar system, Moon, celestial body, sphere/spherical, rotate/rotation, spin, night & day, opinion/fact, support/refute, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, orbit, geocentric & heliocentric models
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Portholland - Earth and Space (Hamilton - Space Presenters, Year 5) - Year B	Earth, planets, Sun, solar system, Moon, celestial body, sphere/spherical, rotate/rotation, spin, night & day, opinion/fact, support/refute, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, orbit, geocentric & heliocentric models
Forces Pupils will be taught to:		

explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Porthluney - Forces (Hamilton - May the Forces be with you, Year 5) - Year B	support, fall, Earth, gravity, air resistance, friction, balancing force, weight, newtons, resistance force
identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Porthluney - Forces (Hamilton - May the Forces be with you, Year 5) - Year B	variables, support, fall, Earth, gravity, air resistance, friction, moving surfaces, water resistence
recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Porthluney - Forces (Hamilton - May the Forces be with you, Year 5) - Year B	gravity, mechanisms, levers, pulleys, transfers
Year 6		
Living Things and Their Habitats Pupils will be taught to:		
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	Porthluney - Living Things and their Habitats (Hamilton - Classification Connoisseurs, Year 6) - Year B	classification, kingdom, phylum, class, order, family, genus, species, Linnaeus, opinion, similarities, differences,micro-organism, organism
give reasons for classifying plants and animals based on specific characteristics	Porthluney - Living Things and their Habitats (Hamilton - Classification Connoisseurs, Year 6) - Year B	classification, kingdom, phylum, class, order, family, genus, species, Linnaeus, opinion, similarities, differences,micro-organism, organism

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Animals Including Humans Pupils will be taught to:		
identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Porthluney - Animals Including Humans (Hamilton - The Art of Being Human, Year 6) - Year A	blood, blood vessels, arteries, veins, capillaries, heart, pumps, oxygen, carbon dioxide, lungs, nutrients, water, circulatory system,
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Porthluney - Animals Including Humans (Hamilton - The Art of Being Human, Year 6) - Year A	circulatory system, heart, blood, diet, exercise, lifestyle, health, drugs, lifestyle, addiction, disease, medicine, alcohol, cigarettes, stimulant, depressant, analgesic, hallucinogen
describe the ways in which nutrients and water are transported within animals, including humans	Porthluney - Animals Including Humans (Hamilton - The Art of Being Human, Year 6) - Year A	semi-permeable, blood, blood vessels, arteries, veins, capillaries, heart, pumps, oxygen, carbon dioxide, lungs, nutrients, water, circulatory system,
Evolution and Inheritance Pupils will be taught to:		
recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Porthluney - Evolution and Inheritance (Hamilton - The Game of Survival, Year 6) - Year A	offspring, characteristics, vary/variation, inherit/inheritance, environmental variation

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Porthluney - Evolution and Inheritance (Hamilton - The Game of Survival, Year 6) - Year A	offspring, characteristics, vary/variation, inherit/inheritance, environmental variation
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Porthluney - Evolution and Inheritance (Hamilton - The Game of Survival, Year 6) - Year A	suited/suitable, environment, adaptation, characteristics, vary/variation, inherit/inheritance, natural selection
Light Pupils will be taught to:		
recognise that light appears to travel in straight lines	Porthluney - Light (Hamilton - Crime Lab Investigation, Year 6) - Year A	light, light source, names of light sources, dark, reflect, reflective, mirror, shadow, block, absorb, direct/ direction, transparent, opaque, translucent, straight, rainbow, colours
use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Porthluney - Light (Hamilton - Crime Lab Investigation, Year 6) - Year A	light, light source, names of light sources, dark, reflect, reflective, mirror, shadow, block, absorb, direct/ direction, transparent, opaque, translucent, straight, rainbow, colours

explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	Porthluney - Light (Hamilton - Crime Lab Investigation, Year 6) - Year A	light, light source, names of light sources, dark, reflect, reflective, mirror, shadow, block, absorb, direct/ direction, transparent, opaque, translucent, straight, rainbow, colours
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Porthluney - Light (Hamilton - Crime Lab Investigation, Year 6) - Year A	light, light source, names of light sources, dark, reflect, reflective, mirror, shadow, block, absorb, direct/ direction, transparent, opaque, translucent, straight, rainbow, colours
Electricity Pupils will be taught to:		
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Porthluney - Electricity (Hamilton - Electric Celebrations, Year 6) - Year B	electricity, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, terminal, connect/connection, loose connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage,

		current, resistance, scatter diagram, investigation, causal relationship
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	Porthluney - Electricity (Hamilton - Electric Celebrations, Year 6) - Year B	electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non metal, enquiry question, investigation, findings
use recognised symbols when representing a simple circuit in a diagram	Porthluney - Electricity (Hamilton - Electric Celebrations, Year 6) - Year B	electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non metal, enquiry question, investigation, findings

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