

**Illogan Curriculum Long Term**

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|  | **Reception** | | **Year 1** | | **Year 2** | **Year 3** | | **Year 4** | | **Year 5** | | | **Year 6** |
| **Autumn Term**  ***(1 = first half, 2 = second half, blank = whole term)*** | | | | | | | | | | | | | |
| ***Main Project***  **History** | **1: Let’s Explore**    **Build it up!**  **2: Marvellous Machines**    **Puppets and Pop Ups!** | **Childhood** | | **Movers and Shakers** | | | **Through the Ages** | | **Invasion** | | **Dynamic Dynasties** | **Maafa** | |
| ***Mini Project***  **Geography** | **Our Wonderful World** | | **Let’s Explore the World** | | | **Our Planet, Our World** | | **Interconnected World** | | **Investigating our World** | **Our Changing World** | |
| **Writing focus** | Were going on a bear hunt – Adventure  How to make a mug cake – Instructions  Where the wild things are – Story  I wanna Iguana – Persuasive letter | Grandad’s Island – Adventure  Toys from the Past – Report  Little Red Riding Hood – Narrative  Meerkat Christmas – Postcard/Letter | | Little Red Riding Hood – Traditional Tale  How to make a bird feeder – Instructions  Neil Armstrong – Recount  My Christmas Star - Narrative | | | The True story of The Three Little Pigs -Traditional Tale  Skara Brae – Brochure  Stone Age Boy – Narrative  Skeletons and Muscles – Non-chronological | | Wolves in the Walls – Suspense  Anglo-Saxon Britain – Persuasive Speech  The BFG – Narrative  Digestion Explanation - Explanation | | Cosmic – Sci-fi – fiction  Mars Transmission – Journal  The Fire-Work Makers Daughter – Fiction  Dynasties Life – Non-chronological report | Hansel and Gretel  Newspaper report – Slaves Overboard  Thornhill - Fiction  Diary entry from Freedom (Nathaniel Barrett) | |
| **Novel Study** | RWInc. | RWInc. | | RWInc. | | | Harry’s Mad (1)  The History Detectives (NF 1)  The Boy with the Bronze Axe (2)  Food like Mine (NF 2) | | Viking Boy (1)  The Anglo-Saxons are coming (NF 1)  The River Singers (2)  Art and how it works (NF 2) | | Brightstorm 1  The History Detectives (NF 1)  The Lion, the Witch and the Wardrobe (2)  Hidden Figures (NF 2) | Freedom (1)  Poetry – Benjamin Zephaniah  The Windrush Child (2)  What is Race? (NF 2) | |
| **Maths**  *White Rose* | Getting to know you  Just like me (match and sort, compare amounts, compare size, mass and capacity, exploring pattern)  It’s me 1,2,3 (representing 1, 2 & 3, comparing 1, 2 & 3, circles and triangles, positional language)  Light and Dark (representing numbers to 5, one more or less, shapes with 4 sides, time) | 1:Place Value (10)  2. Addition and subtractions  3. Shape | | 1: Place Value  2. Addition and Subtraction  3. Shape | | | 1: Place Value  2. Addition and Subtraction  3. Multiplication and division | | 1: Place Value  2. Addition and Subtraction  3. Area  4. Multiplication and division | | 1: Place value  2. Addition and Subtraction  3: Multiplication and Division  4. Fracrions | 1: Place value  2. Addition and Subtraction, Multiplication and Division  3: Fractions  4. Converting units | |
| **Science** | **Let’s Explore** | **Every Day Materials (1)**  **Humans (2)** | | **Humans (1)**  **Living Things and their habitats (2)** | | | **Animals including Humans** | | **Animals including Humans (1)**  **Sound (2)** | | **Forces (1)**  **Earth and Space (2)** | **Circulatory System**  **Healthy lifestyles** | |
| **Art** | **Puppets and Pop ups** | **Mix it (1)**  **Funny Faces and Fabulous Features (2)** | | **Mix it (building on Year 1)**  **Still Life (2)** | | | **Contrast and Complement (1)**  **Prehistoric Pots (2)** | | **Contrast and Complement (1)**  **Warp and Weft (2)** | | **Tints, Tones and Shades (1)**  **Taotie (2)** | **Tints, Tones and Shades (1)**  **Trailblazers, Barrier Breakers (2)** | |
| **DT** | **Build it up!** | **Shade and Shelter** | | **Remarkable Recipes** | | | **Cook Well, Eat well** | | **Fresh Food, Good Food** | | **Moving Mechanisms** | **Food for Life** | |
| **RE** | F4: Being special: where do we belong? 1  F2: Why is Christmas special for Christians? 2 | RE: 1.1 What do Christians believe God is like? (1)  RE: 1.4 What is the ‘good news’ (2) | | RE: 1.6 Who is a Muslim and how do they live? (1)  RE:1.3 Why does Christmas matter to Christians? (2) | | | RE: L2.1 What do Christians learn from the Creation story? (1)  RE: L2.2 What is it like for someone to follow God? (2) | | RE: L2.7 What do Hindus believe God is like? (1)  RE: L2.3 What is the ‘Trinity’ and why is it important for Christians? (2) | | RE: U2.8 What does it mean to be a Muslim in Britain today? (1)  RE: U2.1 What does it mean if Christians believe God is holy and loving? (2) | RE: U2.2 Creative and science: conflicting or complementary? (1)  RE: U2.11 Why do some people believe in God and some people not? (2) | |
| **Music**  *(Charanga)* | Original Scheme:  Me!  My Stories | 1: How can we make friends when we sing together?  2: How does Music tell stories from the past? | | 1: How does Music help us make friends?  2: How does Music teach us about the past? | | | 1: How does Music bring us closer together?  2: What stories does music tell us about the past? | | 1: How does Music bring us together?  2: How does Music connect us with the past? | | 1: How does Music bring us together?  2: How does Music connect us with the past? | 1: How does Music bring us together?  2: How does Music connect us with the past? | |
| PE  *(Real PE)* | 1. Coordination: Footwork  1. Static balance: one leg  2. Dynamic balance to agility: jumping and landing  2.Static balance seated | **Real PE unit 1:** Footwork and balance  **2:** Jumping and landing | | **Real PE unit 1:** Footwork and balance  **2:** Jumping and landing**/**Seated balance | | | **Real PE unit 1:** Footwork  **2:** Jumping and landing**/**Seated balance | | **Real PE unit 1:** Footwork  **2:** Jumping and landing/Seated balance | | **Real PE unit 1:** Ball skills  **2:** Seated balance**/**Floor work | **Real PE unit 1:** Ball skills  **2:** Seated balance/Floor work | |
| MFL  *(Language Angels)* |  |  | |  | | | **Language Angels-Spanish**  1: Las Saludos (Greetings)  2: Yo Aprendo Español (I am learning Spanish) | | **Language Angels-Spanish**  1: Las Saludos (Greetings)  2: Yo Aprendo Español (I am learning Spanish) | | **Language Angels-Spanish**  1: La familia (family)  2: Mi Casa (My house) | **Language Angels-Spanish**  1: Las Saludos (Greetings)  2: La familia (family) intermediate | |
| **Computing** | Online Safety  What is a device? - understanding technology  Graphics – creating images using tablet skills. | Unit 1 Understanding and using technology Online safety | | Unit 1 Coding and online safety | | | Unit 1 Coding and online safety | | Unit 1 Coding and online safety | | Unit 1 Coding and online safety | Web page creation | |
| PSHE  *(Jigsaw)* | Being Me in My World (1)  Celebrating Difference (2) | Being Me in My World (1)  Celebrating Difference (2) | | Being Me in My World (1)  Celebrating Difference (2) | | | Being Me in My World (1)  Celebrating Difference (2) | | Being Me in My World (1)  Celebrating Difference (2) | | Being Me in My World (1)  Celebrating Difference | Being Me in My World (1)  Celebrating Difference (2) | |
| **Spring**  ***(1 = first half, 2 = second half, blank = whole term)*** | | | | | | | | | | | | | |
| ***Main Project***  **Geography** | **1: Long Ago**    **Stories and Rhymes**  **2: Ready, Steady Grow**    **Signs of Spring** | **Bright Lights, Big City** | | **Coastline** | | | **Rocks, Relics and Rumbles** | | **Misty Mountain, Winding River** | | **Sow, Grow and Farm** | **Frozen Kingdoms** | |
| **Writing focus** | Jack and the Jellybean Stalk – Traditional Tale  If Sharks disappeared – Report  Ruby’s worry – Narrative  Handa’s Surprise - Story | The Train Ride – Story  On Safari – Travel Journal  The Queens Hat – Adventure  When I am by Myself - Poem | | Stardust – Narrative  Pirates – Non-chronological  The Crows Tale – Fable  Inside my heart – Explanation text | | | The Secret of Black Rock – Narrative Adventure  Earthquakes – Non-chronological  The Iron Man – Sci-fi  Street Beneath My Feet - Explanation | | The Whale – Narrative  Invite an author to school – Letter  Journey – Adventure  Should we feed animals at National Parks? - Non-chronological report | | The Nowhere Emporium – Mystery  David Attenborough – Biography  The Present – Narrative  Screen Use – Balanced Argument | Varmints – Media Unit  Goldilocks in Prison – Letter  A Monster Calls – Novel  Greta Thunberg – Speech/Letter | |
| **Novel Study** | **RWInc.** | **RWInc.** | | **VIPERS - Jim and the Beanstalk/The Secret Sky Garden** | | | **Charlotte’s Web (1)**  **Earthshattering Events (NF 1)**  **The Iron Man (2)**  **The Rock Factory (NF 2)** | | **The Explorer (1)**  **Everest (NF 1)**  **Why the Whales came (2)**  **Living Habitats (2)** | | **The Boy in the Tower (1)**  **The Lost Words (NF 1)**  **The Boy at the back of the class (2)**  **Famous Artists (NF 2)** | **The Polar Bears Explorers Club (1)**  **Polar climates (NF 1)**  **Shackleton’s Journey (NF 2)**  **What a Waste (NF 2)** | |
| **Maths**  *White Rose* | Alive in 5 (introducing zero, comparing numbers to 5, composition of 4 & 5, compare mass, compare capacity)  Growing 6,7,8 (combing two amounts, making pairs, length & height, time)  Building 9 and 10 (counting to 9 & 10, comparing numbers to 10, bonds to 10, 3D shapes, spatial awareness, patterns) | 1Place value  2. Addition and subtraction  3. Place value  4. Length and height  5. Mass and volume | | 1:Money  2. Multiplication and division  3. Length and height  4. Mass, capacity and temperature | | | 1:Multiplication and Division  2. Length and perimeter  3. Fractions  4. Mass and capacity | | 1: Multiplication and Division  2. Length and perimeter  3. Fractions  4. Decimals | | 1: Multiplication and Division  2. Fractions  3. Decimals and Percentages  4. Perimeter and area  5. Statistics | 1. Ratio 2. Algebra 3. Decimals 4. Fractions, decimals, percentages 5. Area, perimeter and volume 6. Statistics | |
| **Science** | **Signs of Spring** | **Seasonal Changes** | | **Uses of everyday materials (1)**  **Plants (2)** | | | **Forces and Magnets** | | **States of Matter (1)**  **Living Things and their habitats (2)** | | **Animals including humans** | **Electricity** | |
| **Art** | **The Starry Night**  **Puddles and Rainbows** | **Rain and Sunrays** | | **Flower Head** | | | **Ammonite (1)**  **People and Places (2)** | | **Vista (1)**  **Animal (2)** | | **Line, Light and Shadows (1)**  **Nature’s Art (2)** | **Inuit (1)**  **Environmental Artists (2)** | |
| **DT** | **Taxi!** | | **Beach Hut** | | | **Making it Move** | | **Functional and Fancy Fabrics** | | **Eat in the Seasons** | **Engineer!** | |
| **RE** | F1: Why is the word ‘God’ so important to Christians?  F3: Why is Easter special to Christians? | F1: Why is the word ‘God’ so important to Christians? (1)  F3: Why is Easter special to Christians? (2) | | **RE:** 1.7 Who is Jewish and how do they live? (part 1)  **RE:** 1.7 Who is Jewish and how do they live? (part 2) | | | **RE:** 1.6 Who is a Muslim and how do they live? (part 2)(1)  **RE:** 1.5 Why does Easter matter to Christians? (2) | | **RE:** L2.9 How do festival and worship show what matters to a Muslim? (1)  **RE:** L2.10 How do festivals and family life show what matters to Jewish people? (2) | | **RE:** L2.8 What does it mean to be Hindu in Britain today? **(**1)  **RE:** L2.5 Why do Christians call the day Jesus died ‘Good Friday’? (2) | **RE:** U2.3 Why do Christians believe Jesus was the Messiah?(1)  **RE:** U2.9 Why is the Torah so important to Jewish people? (2) | |
| **Music**  *(Charanga* | Original Scheme:  Everyone  Our World | 1: How does Music make the world a better place?  2: How does music help us to understand our neighbours? | | 1: How does Music make the world a better place?  2: How does music teach us about our neighbourhood? | | | 1: How does Music make the world a better place?  2: How does music help us get to know our community | | 1: How does Music make the world a better place?  2: How does music teach us about our community? | | 1: How does Music make the world a better place?  2: How does music teach us about our community? | 1: How does Music make the world a better place?  2: How does music teach us about our community? | |
| **PE**  *(Real PE)* | 1. Dynamic balance on a line  1. Static balance stance  2. Coordination – ball skills  2. Counter balance with a partner | **1:** Dynamic balance Stance  **2:** Ball skills, Counter balance | | **1:** Dynamic balance Stance  **2:** Ball skills, Counter balance | | | **1:** Dynamic balance, Ball skills  **2:** Coordination, Counter balance | | **1:** Dynamic balance, Ball skills  **2:** Sending and receiving, Counter balance | | **1:** Dynamic balance, Counter balance  **2:** Jumping and landing, Static balance | **1:** Dynamic balance, Counter balance  **2:** Jumping and landing, Static balance | |
| MFL  *(Language Angels)* |  |  | |  | | | **Language angels-Spanish**  1:Puedo (I can…)  2. Spanish alphabet | | **Language angels-Spanish**  1:Puedo (I can…)  2. Spanish alphabet | | **Language angels-Spanish**  1:Review fruit and vegetables from last year 2. Desayuno en el café (breakfast in the café) | **Language angels-Spanish**  1:Puedo (I can…)  2. Spanish alphabet | |
| **Computing** | Online Safety  What is an algorithm? - Making tech move | Unit 2 Coding and online safety | | Unit 2 Understanding and using technology and online safety | | | Unit 2 Understanding and using technology and online safety | | Unit 2 Understanding and using technology and online safety | | Unit 2 Understanding and using technology and online safety | Unit 2 Understanding and using technology and online safety | |
| **PSHE**  *(Jigsaw)* | 1: Dreams and Goals  2: Healthy Me | 1: Dreams and Goals  2: Healthy Me | | 1: Dreams and Goals  2: Healthy Me | | | 1: Dreams and Goals  2: Healthy Me | | 1: Dreams and Goals  2: Healthy Me reams and Goals | | 1: Dreams and Goals  2: Healthy Me | 1: Dreams and Goals  2: Healthy Me | |
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| **Summer**  ***(1 = first half, 2 = second half, blank = whole term)*** | | | | | | | | | | | | | |
| ***Main Project***  **History** | **1: Animal Safari**    **Creep, Crawl and wriggle**  **2: On the Beach**    **Move it**  **Moving on** | **School Days** | | **Magnificent Monarchs** | | | **Emperors and Empires** | | **Ancient Civilisations** | | **Ground breaking Greeks** | **Britain at War** | |
| ***Visits*** | Maritime museum | Visitor to share how Illogan school used to be  Newquay Zoo | | Pendennis castle | | | Roman gladiator visitor | | The Box museum - Plymouth | | Greek workshop at Truro museum | Activities week  Flambards – WW2  Military equipment from Bodmin Keep | |
| **Writing focus** | Pigs Might Fly – Traditional Tale  Penguins – Fact file  Rainbow Fish – Story  Sam and Dave dig a hole - Story | Pinochio – Traditional Tale  Our Trip to the Woods – Recount  The Way back Home – Sci-Fi  Big Cats – non-chronological report | | George and the Dragon – Legend  All about me - letter  The Princess and the Pea – Traditional Tale  Habitats- non chron | | | Star in the Jar – Story  The Journal of Iliona – Diary entry  Bike Boy – Adventure  The Blue umbrella – Media Unit Romance | | Aladdin and the magic lamp – Traditional Tale  Hatshepsut – Biography  The Lost Thing – Narrative  Secrets of a Sun King - Diary | | Theseus and the Minotaur – Myth  Timeline of Greece  Greek Architecture – The Parthenon – Non-chronological  A Monster Calls - Novel | The Journey  Letters from the Lighthouse – Recount  London Zoo during the War Times – Newspaper report | |
| **Novel Study** | **RWInc.** | **RWInc.** | | **Grace Darling – non fiction** | | | **Krindlekrax (1)**  **Meet the Ancient Romans (NF 2)**  **The Wreck of the Zanzibar (2)**  **Stories behind the art (NF 2)** | | **Secret’s of the Sun King (1/2)**  **The Genius of the Ancient Egyptians (NF 1)**  **Working with Machines (NF 2)** | | **Beasts of Olympus (1)**  **Greek Gazette (NF 1)**  **Holes (2)**  **From Mud Huts to Skyscrapers (NF 2)** | **Good Night Mr Tom (1)**  **The Missing (NF 1)**  **When the Sky Falls (2)**  **The Usborne Introduction to WW2 (NF 2)** | |
| **Maths**  *White Rose* | To 20 and beyond (build number beyond 10, count patterns beyond 10, spatial reasoning 1, match rotate manipulate)  First, then, now (adding more, taking away, spatial reasoning, compose and decompose)  Find my pattern (doubling, sharing & grouping, even & odd, spatial reasoning, visualise and build)  On the move (deepening understanding, patterns and relationships, spatial mapping, mapping) | 1: Multiplication and Division  2. Fractions  3. Position and direct  4. Place value  5. Money  6. Time | | 1. Fractions 2. Statistics 3. Time 4. Position and direction | | | 1: Fractions  2. Money  3. Time  4. Shape  5. Statistics | | 1: Decimals  2. Money  3. Time  4. Consolidation  5. Shape  6. Statistics  7. Position and direction | | 1: Shape  2. Position and direction  3. Decimals  4. Negative numbers  5. Converting units  6. Volume | 1: Shape  2. Position and direction | |
| **Science** | **Creep, Crawl and wriggle** | **Plants (1)**  **Animals (2)** | | **Animal Survival** | | | **Plants (1)**  **Light (2)** | | **Electricity** | | **Properties and Changes of Materials** | **Light (1)**  **Evolution and Inheritance (2)** | |
| **Art** | **Sunshine and Sunflowers**  **Shadows and reflections** | **Street View** | | **Portraits and Poses** | | | **Beautiful Botanicals (1)**  **Mosaic Masters (2)** | | **Statues and Stories (1)**  **Islamic Art (2)** | | **Mix Media (1)**  **Expression (2)** | **Distortion and Abstraction (1)**  **Bees, Beetles and Butterflies (2)** | |
| **DT** | **Chop, Slice and Mash** | | **Cut, stitch and join 2**  **Push and Pull 1** | | | **Greenhouse** | | **Tomb Builders (1)**  **Seeing the Light (2)** | | **Architecture** | **Make Do and Mend** | |
| **RE** | F6: What times/ stories are special and why?  F5: What places are special and why? | F6: What times/ stories are special and why?  F5: What places are special and why? | | **RE:** What does it mean to belong to a faith community?  **RE:** 1.9 what makes some people and places in Cornwall sacred? | | | **RE:** 1.10 What does it mean to belong to a faith community?  **RE:** 1.8 CK4RE What makes some people and places in Cornwall sacred? | | **RE:** L2.4 What kind of world did Jesus want?  **RE:** L2.12 How and why do people try to make the world a better place? | | **RE:** L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  **RE:** L2.11 CK4RE How and why do people in Cornwall mark significant events in Community life? | **RE:** U2.4 Christians and how to live: ‘What would Jesus do?’  **RE:** U2.10 What matters most to Humanists and Christians? | |
| **Music**  *Charanga* | Original Scheme:  Big Bear Funk  Reflect, Rewind and Replay | 1: What songs can we sing to help through the day?  2: How does music teach us about looking after the planet? | | 1: How does music make us happy?  2: How does music teach us about looking after the planet? | | | 1: How does music make a difference to us every day?  2: How does music connect us with our planet? | | 1: How does Music shape our way of life?  2: How does music connect us with the environment? | | 1: How does Music shape our way of life?  2: How does music connect us with the environment? | 1: How does Music shape our way of life?  2: How does music connect us with the environment? | |
| **PE**  *(Real PE)* | 1. Coordination -sending and recieving  1. Agility – reaction/response  2. Agility – ball chasing  2. Static balance – floor work | **1: Real PE unit 5:** Sending and receiving  Reaction and response  2: Ball chasing, Floor work | | **1: Real PE unit 5:** Sending and receiving  Reaction and response  2: Ball chasing, Floor work | | | **1: Real PE unit 5:** Reaction and response  Floor work  2: Ball chasing, Stance | | **1: Real PE unit 5:** Reaction and response  Floor work  2: Ball chasing, Stance | | **1: Real PE unit 5:** Stance**,** Footwork  2: Sending and receiving, Ball chasing | **1: Real PE unit 5:** Stance**,** Footwork  2: Sending and receiving, Ball chasing | |
| **MFL**  (Language Angels) |  |  | |  | | | **Language Angels-Spanish**  1: Los transportes (transport)  2:La fruta (fruit) | | **Language Angels-Spanish**  1: Los transportes (transport)  2:La fruta (fruit) | | **Language Angels-Spanish**  1: ¿Que Fecha es hoy? (What is the weather?)  2: ¿Que tiempo hace? (the weather) | **Language Angels-Spanish**  1: Los transportes (transport)  2:La fruta (fruit) | |
| **Computing** | Online Safety  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Unit 3 Understanding and using technology and online safety | | 2. Unit 3 Understanding and using technology and online safety   1. Scratch coding | | | Unit 3 Understanding and using technology and online safety | | Unit 3 Understanding and using technology and online safety | | Unit 3 Understanding and using technology and online safety | Unit 3 Understanding and using technology and online safety | |
| **PSHE**  *(Jigsaw)* | 1: Relationships  2.Changing Me | 1: Relationships  2: Changing Me | | 1: Relationships  2: Changing Me | | | 1: Relationships  2: Changing Me | | 1: Relationships  2: Changing Me | | 1: Relationships  2: Changing Me | 1: Relationships  2: Changing Me | |