


Mount Charles School Curriculum Overview

	Autumn Term	Spring Term		Summer Term		
KEY STAGE 1						
Year 1	Ourselves	Space	Dinosaurs	Houses & Homes	Water	Minibeasts
Year 2	Healthy Us	Animals	Transport	Plants	Materials & Cornwall	Bangladesh & Oman
Year 1 & 2	Ongoing					
KEY STAGE 2						
Year 3	Woods		The Victorians		Rocks and Volcanoes	
Year 4	Ancient Egypt		Romans		Tudors (Local Study)	
Year 5	Vikings		Rivers		Rainforest	
Year 6	Ancient Greeks		Africa		Living Things & Habitats	
Year 3-6	Ongoing					



Year 1: Autumn Term 1

Ourselves

Learning Outcomes

- Finding out about the human body
- Designing and making a healthy sandwich
- Finding out about families
- Pastel portraits
- Visit from fire service
- Making corn dollies

Literacy Links

- Captions - model making
- Instructions – healthy sandwiches
- Funnybones (story)
- Fruit Shape poems
- Sense poems – Autumn walk

Learning Objectives

Science (Animals including humans)

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

History

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Design & Technology

- use the basic principles of a healthy and varied diet to prepare dishes
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Art & Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 1: Autumn Term 2

Space

Learning Outcomes

- Finding out about Neil Armstrong and space exploration
- Finding out about the planets
- Music and dance connected to Holst's Planet Suite
- Pop-up/moving pictures
- Finding out about the four seasons
- Visit from space expert
- Performance Art (Nativity)

Literacy Links

- Messages/Letters
- Recount
- Whatever Next? (Story)
- A range of poetry
- Non-Fiction books on space

Learning Objectives

Science (Seasonal Changes)

- observe changes across the four seasons

History

- 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-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Design & Technology

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 1: Spring Term 1

Dinosaurs

Learning Outcomes

- Finding similarities and differences between dinosaurs
- Making junk model dinosaurs
- Observational drawings
- Finding out about the four seasons

Literacy Links

- Recount
- Letter
- Harry and the bucketful of Dinosaurs (story)
- A range of poetry

Learning Objectives

Science (Seasonal Changes)

- observe changes across the four seasons

Science (Animals including Humans)

- identify and name a variety of common animals that are carnivores, herbivores and omnivores

Design & Technology

- build structures, exploring how they can be made stronger, stiffer and more stable
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 1: Spring Term 2

Houses and Homes

Learning Outcomes

- Identifying materials used in building homes
- Visit to historical home (Lanhydrock)
- History of homes and dwellings
- Mapping in the locality
- Art in the style of Lowry
- Printing with a range of materials

Literacy Links

- Persuasive writing
- Letter
- The Three Little Pigs (story)
- Recount
- A range of poetry

Learning Objectives

Science (Everyday Materials)

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

History

- significant historical events, people and places in their own locality.

Geography

- 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.
- 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
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.



Year 1: Summer Term 1

Water

Learning Outcomes

- Investigating different weather
- Job Kelynak voyage of the Mystery
- Sewing puppets
- Art work in the style of Cornish artist Nanette Martin
- Investigate the differences between beaches, cliffs and towns
- Finding out about the four seasons

Literacy Links

- Freddy the very Adventurous Ferry
- Diary
- Fact Sheets
- Non-fiction features
- Extended stories

Learning Objectives

Science (Seasonal Changes)

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

History

- significant historical events, people and places in their own locality.

Geography

- 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
- 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

Design & Technology

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- evaluate their ideas and products against design criteria



Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.



Year 1: Summer Term 2

Minibeasts

Learning Outcomes

- Explore wild and garden plants
- Explore minibeasts
- Pastel artwork
- Making clay minibeasts
- Making bug biscuits

Literacy Links

- Recount
- Minibeast shape poems
- The Very Greedy Bee (story)
- Non-fiction writing – minibeasts and plants

Learning Objectives

Science (Plants)

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Design & Technology

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 2: Autumn Term 1

Healthy Us

Learning Outcomes

- The importance of exercise, a healthy diet, tooth care, hygiene, staying safe with medicines
- The stages of growth and needs for survival
- Making a healthy fruit smoothie
- Pencil portraits
- Clay faces
- Picasso
- Giacometti action figures
- The lives of Florence Nightingale, Louis Braille and Louis Pasteur

Literacy Links

- Chronological recount of Louis Braille
- Autobiography
- Charlie and the Chocolate (story)
- Instructions: Making fruit smoothies
- Reading a wide range of poetry

Learning Objectives

Science (Animals including Humans)

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

History

- 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-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or **Florence Nightingale** and Edith Cavell]

Design & Technology

- use the basic principles of a healthy and varied diet to prepare dishes

Art & Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



- 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.



Year 2: Autumn Term 2

Animals

Learning Outcomes

- Animal reports
- Looking at animal habitats – how penguins adapt to living in different environments around the world
- Food chains, identifying living and non-living things and things that were once alive, animal classification and knowing what animals need
- Animal shadow patterns and camouflage chalk pictures
- Visit to Newquay Zoo
- Discover continents and oceans of the world. Know about the North and South Pole and Equator
- Similarities and differences between animals and habitats

Literacy Links

- Non-chronological animal reports
- Little Red Riding Hood (story)
- A range of poetry

Learning Objectives

Science (Living things and their habitats)

- 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
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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.
- notice that animals, including humans, have offspring which grow into adults

Geography

- name and locate the world's seven continents and five oceans
- 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

Art & Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 2: Spring Term 1

Transport

Learning Outcomes

- Watercolour paintings
- Making wheeled vehicles using axles
- Examination of forces – push, pull, friction and surface tension. Testing vehicles on a ramp and rocket mice experiment.
- Voyages of discovery: Sir Francis Drake (including compass points, world map and continents)
- The lives of Richard Trevithick and the Wright Brothers
- Visit Truro Museum with focus on Richard Trevithick

Literacy Links

- Up, Up and Away (story)
- A range of poetry

Learning Objectives

History

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight (*and first steam engine*) or events commemorated through festivals or anniversaries]
- 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-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] *Richard Trevithick, Wright Brothers, Francis Drake*
- significant historical events, people and places in their own locality.

Geography

- 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.

Design & Technology

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]



- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.



Year 2: Spring Term 2

Plants

Learning Outcomes

- Growing plants and observing the changes over time – investigate the conditions needed for germination with a bean investigation, geranium diary homework and identify the conditions needed for growth
- Design a plant sandwich (knowing where food comes from)
- Trip to Eden Project

Literacy Links

- Jack and the Beanstalk (story)
- Labels and captions
- Recount
- A range of poetry

Learning Objectives

Science (Plants)

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Science (Living things and their habitats)

- identify and name a variety of plants and animals in their habitats, including micro-habitats

Design & Technology

- understand where food comes from.

Art & Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 2: Summer Term 1

Materials & Cornwall

Learning Outcomes

- Investigate the properties and uses of materials
- Visit Geevor Tin Mine
- John Dyer artwork with acrylic paints
- Local history and celebrating local Cornish traditions and special days
- Find Cornwall on a map and identify other parts of the UK, including major towns and cities.

Literacy Links

- Thomas and the Tinnars (story)
- Labels and Captions
- A range of poetry

Learning Objectives

Science (Uses of everyday materials)

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Geography

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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

Design & Technology

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Art & Design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.



Year 2: Summer Term 2

Bangladesh (2GB) & Oman (2AB)

Learning Outcomes

- Study a contrasting locality (contrast Cornwall with Bangladesh and Oman)
- Creating maps with continents and oceans and geographical features
- Hall Walk

Literacy Links

- The Old Woman and the Red Pumpkin (Story from Bangladesh)
- The Great Warrior Ali (Story from Oman)
- Letters
- A range of poetry

Learning Objectives

Geography

- name and locate the world's seven continents and five oceans
- 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
- 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

Art & Design

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Year 1 & 2

Ongoing Learning

The National Curriculum programmes of study will be followed for **English**. Details of the storytelling topics through which these will be taught are included in the details for each term for the year groups in this document.

The National Curriculum programmes of study for **Mathematics** will be followed in each year group. Where possible, the work will be linked to the topics detailed in this document to provide context-based learning.

In addition to the learning detailed elsewhere, the following objectives will be covered:

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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.

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.



Woods

Learning Outcomes

- Exploring the magnetic properties of materials
- Woods trip and report writing
- Colour matching (warm and cold colours)
- Investigating the properties of light
- Making silhouettes
- Stone Age Experience Days
- Developing a growing awareness of e-safety
- Research skills – using the library and on-line

Literacy Links

- Jack the Giant Slayer (Story)
- Rainbow Shape Poems (Poetry)
- The Pied Piper of Hamelin (Story)
- Woodlands (Report writing)

Learning Objectives

Science (Forces and Magnets)

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Science (Light)

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.



History

- changes in Britain from the Stone Age to the Iron Age (*this could include late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture*)

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, (two), 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
- 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

Art & Design

- 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]



Year 3: Spring Term

The Victorians

Learning Outcomes

- William Morris repeated patterns
- Making cross stitch book mark
- Making a healthy pasta salad
- Performance poem: Plant Rap
- Victorian Days
- Victorians: going back in time story
- Charlestown visit for Victorian story
- Winter woods trip and recount
- Folder of completed work on Victorians

Literacy Links

- Harry's Homework (Story and Letter Writing)
- Billy and the Spittler (Story)
- Plant Rap (Performance Poetry)
- Design and Technology (Instructions) – pasta salad

Learning Objectives

Science (Plants)

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Science (Animals including Humans)

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

History

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (*this could include the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain*)



Design & Technology

- 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
- 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
- investigate and analyse a range of existing products
- understand how key events and individuals in design and technology have helped shape the world
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Art & Design

- to create sketch books to record their observations and use them to review and revisit ideas
- about great artists, architects and designers in history.



Year 3: Summer Term

Rocks & Volcanoes

Learning Outcomes

- Field trip to Charlestown Beach to explore the variety of rocks
- Spring & Summer Woods Trip
- Making houses
- 3D drawing and clay
- Volcano homework project
- Land use in the local area

Literacy Links

- Hansel & Gretel (Story & Play Script)
- Spring poems – descriptive language and use of simile
- Report writing: rocks

Learning Objectives

Science (Rocks)

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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.



Design & Technology

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Art & Design

- 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]



Year 4: Autumn Term

Ancient Egypt

Learning Outcomes

- Making Egyptian cartouches
- Producing sand hieroglyphics and Ancient Egyptian portraits
- Clay canopic jars
- Explore the use of land around the River Nile
- Egyptian gods, mummification and the after-life.
- Learning the computer language of LOGO and using this to produce repeated patterns

Literacy Links

- Thoth and Sobek (Quest story)
- How to Mummify (Explanation)
- The Green Galleon (Story based in an imaginary world)
- Deadly 60 (Explanation)

Learning Objectives

Science (Animals including humans)

- identify the different types of teeth in humans and their simple functions
- describe the simple functions of the basic parts of the digestive system in humans

Science (States of matter)

- compare and group materials together, according to whether they are solids, liquids or gases
- identify the part played by evaporation and condensation in the water cycle [*an introduction to be developed in Year 5*] and associate the rate of evaporation with temperature.
- 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)

History

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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



Art and Design

- 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]
- to create sketch books to record their observations and use them to review and revisit ideas



Year 4: Spring Term

Romans

Learning Outcomes

- Making Roman shields
- Construct a Roman onager
- Roman Army booklet
- Report on Roman buildings in Britain

Literacy Links

- The Magician's Attic (Poetry)
- Roman buildings (Non-chronological text)
- Skillywidden (Warning Tale story)
- Limericks (Poetry)

Learning Objectives

Science (Sound)

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Science (Electricity)

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

History

- the Roman Empire and its impact on Britain (*this could include Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*)
- Britain's settlement by Anglo-Saxons and Scots (*this could include Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne*)



Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Design and Technology

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- 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
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately



Year 4: Summer Term

Tudors

Learning Outcomes

- Tudor Portraits
- Fruit Smoothies
- Making a lighthouse
- Explore the lives of local explorers
- Visit Trerice Mansion
- Investigate the work of Alfred Wallace
- Investigating Tudor Houses
- Sleepover at National Maritime Museum

Literacy Links

- Why visit St Austell? (Persuasion)
- King of the Horses (Wishing tale)
- Sound Collector (Poetry)
- Tudor Houses (Information text)
- Playscripts

Learning Objectives

Science (Animals including humans)

- construct and interpret a variety of food chains, identifying producers, predators and prey.

Science (Living things and their habitats)

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

History

- a local history study (*this should be either a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) or a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*)



Geography

- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Design and Technology

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Art and Design

- about great artists, architects and designers in history.



Year 5: Autumn Term

Vikings

Learning Outcomes

- Learning about Viking raids, trading and life
- Watercolour, pastel and clay dragons
- Practical scientific experiments
- Charcoal and ink drawings on The Highwayman
- Mud Maid of Heligan
- Using a range of computer programs to develop the skills of graphical modelling

Literacy Links

- The Mud Maid of Heligan (story)
- Dragon (Non-chronological)
- Kennings (Poetry)
- The Highwayman (Poem)
- How to be a Viking Warrior (Instructions)
- Space Rap (Poetry)
- Match Girl/Snow Queen (story)

Learning Objectives

Science (Earth and Space)

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Science (Properties and changes of materials)

- demonstrate that dissolving, mixing and changes of state are reversible changes
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- 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.

History

- Britain's settlement by Anglo-Saxons and Scots (this could include Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne)



- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (this could include Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066)

Geography

- 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

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.



Year 5: Spring Term

Rivers

Learning Outcomes

- Locating rivers on maps and taking part in a river walk
- Building and testing bridges
- Mermaid pictures
- Experiment to create clean water
- Investigate forces (focus on gravity and friction)
- Science Day: Make and investigate parachutes, boats and spinners

Literacy Links

- Francesco de la Vega (Play script)
- Lutey & The Mermaid (Letter)
- Water Cycle Rap (Poetry and Explanation)
- Own River Poems (Poetry)
- Young Man of Cury (Poetry)

Learning Objectives

Science (Forces)

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Science (Properties and changes of materials)

- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- demonstrate that dissolving, mixing and changes of state are reversible changes
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.
- 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.

Design and Technology

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]



Year 5: Summer Term

Rainforests

Learning Outcomes

- Eden Project visit
- Building rainforest shelters
- Exploring Rock pool habitats
- Y5 Camp
- “Beat the Boss” bread making competition
- Design an MI5 Invention
- Mayan god pictures
- Lever toys

Literacy Links

- Rainforest Survivor (Persuasive)
- Kirikou (Story & Diary entry)
- Jabberwocky (Nonsense Poetry)

Learning Objectives

Science (Properties and changing materials)

- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Science (Animals including humans)

- describe the changes as humans develop to old age.

Science (Living things and their habitats)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

History

- 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.

Geography

- 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



- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Design and Technology

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- 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
- investigate and analyse a range of existing products
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]



Year 6: Autumn Term

Ancient Greeks

Learning Outcomes

- Biscuit factory
- Portraits and Christmas cards produced in style of Warhol
- Greek Inventions
- Outdoor learning: Fowey canoeing
- Glendurgan Gardens visit (Literacy link)
- Secondary transition days at Penrice and Poltair School
- Sikh Wedding & Gurdwara Ceremony
- Produce a multi-media presentation

Literacy Links

- Labours of Hercules (Story)
- Sea Creature (Non-chronological Writing)
- Crucifixion (Poetry)
- Cadbury's Unwrapped (Journalistic Writing)
- The Charge of the Light Brigade (Poetry)
- Theseus and the Minotaur (Defeating the monster story)

Learning Objectives

Science (Animals including humans)

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- describe the ways in which nutrients and water are transported within animals, including humans.

Science (Evolution and inheritance)

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

History

- Ancient Greece – a study of Greek life and achievements and their influence on the western world



Geography

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- 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
- 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

Design and Technology

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.



Year 6: Spring Term

Africa

Learning Outcomes

- Macbeth shadow puppets – performed to Year 3
- Making powered vehicles
- Making vegetable soup, vegetable curry and spring rolls

Literacy Links

- Macbeth (Wishing Tale)
- How wrong was Macbeth? (Discussion)
- The Piano (Flashback story)
- Malawi (Persuasive Text)
- Attack (Poetry)
- The Three Witches (Poetry)

Learning Objectives

Science (Light)

- recognise that light appears to travel in straight lines
- 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
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Science (Electricity)

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- use recognised symbols when representing a simple circuit in a diagram.

Geography

- 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
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



Design and Technology

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- 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
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]



Year 6: Summer Term

Living Things and Habitats

Learning Outcomes

- Barbara Hepworth sculptures (including visit to Tate Gallery)
- Beach Study – rock pools
- Y6 Camp
- Performance
- Material cases

Literacy Links

- Given a range of story openings, chose one to write
- Bear Grylls: Night on a Mountain (Diary)
- A Smuggler's Song (Poetry)
- How I feel moving to my secondary school

Learning Objectives

Science (Living things and their habitats)

- 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
- give reasons for classifying plants and animals based on specific characteristics.

Geography

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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.
- 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

Art and Design

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Design and Technology

- 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



- investigate and analyse a range of existing products
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design



Year 3-6

Ongoing Learning

The National Curriculum programmes of study will be followed for **English**. Details of the storytelling topics through which these will be taught are included in the details for each term for the year groups in this document.

The National Curriculum programmes of study for **Mathematics** will be followed in each year group. Where possible, the work will be linked to the topics detailed in this document to provide context-based learning.

In addition to the learning detailed elsewhere, the following objectives will be covered:

Computing

During Key Stage 2, the content of the computing curriculum is covered as part of teacher's PPA release. Taught alongside information skills with close links made with the topics being covered in school, computers are used to research and present information. In addition, specific teaching on the following objectives takes place using a range of programs including Scratch and LOGO.

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- apply their understanding of computing to program, monitor and control their products.

Language

Mount Charles School has selected French as its chosen language to teach. This is planned on a sequential programme of skills. As the teaching program starts in 2014, in the first instance Y3-6 will be covering Y3 objectives. In 2014, Y3 will teach Y3 and Y4-6 will teach Y4 and so on.

The skills have been allocated to year groups to cover as shown below:



Objective	Y3	Y4	Y5	Y6
Listen attentively to spoken language and show understanding by joining in and responding	✓	✓	✓	✓
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	✓	✓	✓	✓
Engage in conversations ¹ ; ask and answer questions ¹ ; express opinions and respond to those of others ² ; seek clarification and help ²	1	1	2	2
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 ⁴ or using familiar words and phrases ³	3	3	4	4
Present ideas and information orally to a range of audiences			✓	✓
Read carefully and show understanding of words ⁵ , phrases ⁵ and simple writing ⁶	5	5	6	6
Appreciate stories, songs, poems and rhymes in the language	✓	✓	✓	✓
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary			✓	✓
Write phrases from memory ⁷ , and adapt these to create new sentences ⁸ , to express ideas clearly ⁸	7	7	8	8
Describe people, places, things and actions orally and in writing			✓	✓
Understand basic grammar appropriate to the language being studied, including (where 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				✓

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Physical Education

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres



- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.