









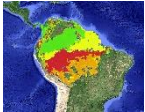





St Mawes KS2 Rolling Programme

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Termly Theme	Cornwall 	Ancient Greeks 	To The Stars 	Britain in the Blitz 	The Stone Age 	Circle of Life 
Key Texts	Why the Whales came. The poetry of Charles Causley	Who Let the Gods out? Percy Jackson The Iliad and the Odyssey	Cosmic George's Secret Key to the Universe The Rubbish Tip Alien- Pie Corbett	The Eagle in the Snow Goodnight Mr Tom Warhorse Dawn After the Raid- Timothy Corsellis	The Stone Age Boy A Pebble in my Pocket I Was Born in the Stone Age- Michael Rosen	Varjak Paw Charlotte's web The Tyger- William Blake
Science	<p>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.</p> <p>Light and shadows- recognise how dark is the absence of light, how light reflects off surfaces, how shadows are formed and can be changed, how to protect eyes from the sun.</p>	<p>Properties and changes of 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, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating, give reasons, based on evidence from comparative and fair tests, for the particular</p>	<p>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.</p> <p>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,</p>	<p>Light and the colour spectrum-recognise light travels in straight lines, explain how light travels to objects and then to our eyes, understand how light travels to casts shadows that are the same shape as the object, understand how light is made of a spectrum of colours.</p> <p>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</p>	<p>Rocks and Fossils- 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.</p> <p>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</p>	<p>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.</p> <p>Animals, including Humans- identify how animals need the right amount of the correct nutrition to grow, explore how some animals have a skeleton and muscles for support, protection and movement, describe the changes as humans develop to old age.</p>

		uses of everyday materials, including metals, wood and plastic, demonstrate that dissolving, mixing and changes of state are reversible changes, 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.	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	produced it, recognise that sounds get fainter as the distance from the sound source increases.	and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
		Working Scientifically Year 3 and 4: <ul style="list-style-type: none"> 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. 			Working Scientifically Year 5 and 6: <ul style="list-style-type: none"> 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 relationships and explanations of and 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. 	
DT	Build a working model of a lighthouse – Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	Clay pots- Design, make and evaluate, use of technical knowledge to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Creating space buggies - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]-	Create an air raid siren.- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	Build shelters- Design, make and evaluate, use of technical knowledge to apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Cook and taste local produce -Understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed-
Art	Collages of Cornish Landscapes- John Dyer	Sculpture-Venus de Milo	Painting Techniques- retro futuristic art- Pablo Picasso	Creating Silhouettes-linked with Remembrance Day	Recreating Cave Paintings- focus on Lascaux	Still Life -Renee Magritte

	-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.					
History	Landscape Changes in St Mawes- a local history study	Ancient Greeks – a study of Greek life and achievements and their influence on the western world	The history of the Space Race- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Britain in the Blitz- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Collecting Archaeological evidence using trustworthy sources Mary Anning- changes in Britain from the Stone Age to the Iron Age	Farming and Fishing, land use- a local history study
Geography	Where is Cornwall?- Name and locate counties and cities of the United Kingdom; Use the eight points of a compass, four and six-figure grid references, symbols and key)	Comparison between islands around Greece and the Isles of Scilly – Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	The Earth and its place in the universe - 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	What is the Commonwealth and what part did each country play in WWII? – Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Comparing changes over time between Britain and another country- 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	Describe the local physical geography, recognise land use and settlements of St Mawes- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, understanding the impact these climates have on the animals and plants that live there
Music	Charanga Year 3- Let Your Spirit Fly Glockenspiel Stage 1	Charanga Year 3- Three Little Birds The Dragon Song	Charanga Year 3- Bringing us Together Reflect, Rewind and Replay	Charanga Year 4- Mama Mia Glockenspiel stage 2	Charanga Year -4 Stop! Lean on Me	Charanga Year 4- Blackbird Reflect, rewind and Replay
	<ul style="list-style-type: none"> 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. 					
PE	Team Games Gymnastics	Dance Team games	Athletics Team Games	Dance Team games	Gymnastics Team games	Athletics Orienteering
	<ul style="list-style-type: none"> 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. 					

PSHE	Jigsaw- Being in My World Celebrating Difference	Jigsaw- Dreams and Goals Healthy Me	Jigsaw- Relationships Changing Me	Jigsaw- Being in My World Celebrating Difference	Jigsaw- Dreams and Goals Healthy Me	Jigsaw- Relationships Changing Me
R.E	What does it mean to be a Muslim today? How can following God bring freedom and justice?	Why is the Torah important to Jewish people? What difference does the resurrection make to Christians?	What do Hindus believe God is like? What is the Trinity?	What is it like to follow God? How do festivals and worship show what matters to Muslims?	Creation and science- Conflict or Complimentary? Why do Hindus want to be good?	Why do Hindus want to be good? What matters most to Humanists and Christians?
Computing	Microbit from 1st use Programming A Selection in Quizzes Programming B	Animation Repetition in Shapes Programming A/ Repetition in Games	Variables in Games Programming A Sensing with Microbits Programming B / Cross Curricular	Internet safety Book creator	The Internet Computer Systems & Contexts Audio Editing Digital Media / Cross Curricular	Systems & Searching Computer Systems & Contexts Video Editing Digital Media / Cross Curricular
<ul style="list-style-type: none"> 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 						

	Autumn C	Spring C	Summer C	Autumn D	Spring D	Summer D
Termly Theme	Amazing Amazon 	Ancient Egypt 	Transport 	The Romans 	The Coast 	The Dark Ages 
Key Texts	The Great Kapok Tree Swallows and Amazons What I Would Like to Grow in My Garden- Katherine Riegel	The Egyptian Cinderella Pyramid of Secrets	Around the World in 80 Days From a Railway Carriage- Robert Louis Stevenson	Escape from Pompeii Roman invasion I am a Roman Soldier- Josiah Wedgewood	Flotsam The Sea- James Reeves	King Arthur and his Knights of the Round Table Avoid Being in a Medieval Castle Beowulf

Science	<p>States of Matter- compare and group materials together, according to whether they are solids, liquids or gases, 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)</p> <p>Plants-identify and describe the functions of the parts of a plant, how water is transported within plants, requirements of plants for life and growth and how seeds disperse.</p>	<p>The Water Cycle -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>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.</p> <p>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.</p>	<p>Properties and changes of 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, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic, demonstrate that dissolving, mixing and changes of state are reversible changes, 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</p>	<p>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, 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.</p>	<p>Animals including Humans- describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey, identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans</p>
	<p>Working Scientifically Year 3 and 4:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them 			<p>Working Scientifically Year 5 and 6:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 		

	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 relationships and explanations of and 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. 					
DT	Foods and medicines come from the rainforests? Understand and apply the principles of a healthy and varied diet; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed- Cooking and tasting foods from other countries	Egyptian jewellery- Design, make and evaluate, use of technical knowledge to	Create bridges that hold weight and explore axels on vehicles- Design, make and evaluate and use of technical knowledge to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]-	Making healthy pizzas - Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique-	Design, make and evaluate and beach huts- Design, make and evaluate, use of technical knowledge using computer design programs to monitor and control products..	Sewing based on Bayeux Tapestry – Design, make and evaluate, use of technical knowledge to apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Art	Sculpture -Jeff Koons	Use of colour through natural pigments- spices and flowers (botanical artists)- Leonardo Da Vinci	Drawing with Perspectives- JMW Turner	Exploring tessellation- M.C Escher	Beach art- Andy Goldsworthy	Saxon brooches- Tiffany
	<ul style="list-style-type: none"> • 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. 					
History	The Mayans- 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.	Ancient Egypt- 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	The First Railways - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Rome- the Roman Empire and its impact on Britain	Viking Raiders- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo Saxons and the Scots- Britain's settlement by Anglo-Saxons and Scots

Geography	Rivers as a life source - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Rivers and settlements- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	The transport network of the U.K- Name and locate counties and cities of the United Kingdom; Use the eight points of a compass, four and six-figure grid references, symbols and key	The Mediterranean and Italy- 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 in North or South America-European Geography.	Compare local human geography of ports and harbours Name and locate key topographical features (including hills, mountains, coasts and rivers.	Changes of land use and settlements of Britain 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.
Music	Charanga Year 5- Make You Feel My Love The Fresh Prince of Bel-Air	Charanga Year 5- Dancing in the Street Reflect, Rewind and Replay	Charanga Year 5- Livin on A Prayer Classroom Jazz 1	Charanga Year 6- Happy Classroom Jazz 2	Charanga Year 6- A New Year Carol You've got a Friend	Charanga Year 6- Music and Me Reflect, Rewind and Replay
	<ul style="list-style-type: none"> 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. 					
PE	Dance Team games	Athletics Team Games	Athletics Orienteering	Team Games Gymnastics	Team Games Dance	Athletics Orienteering
	<ul style="list-style-type: none"> 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. 					
PSHE	Jigsaw- Being in My World Celebrating Difference	Jigsaw- Dreams and Goals Healthy Me	Jigsaw- Relationships Changing Me	Jigsaw- Being in My World Celebrating Difference	Jigsaw- Dreams and Goals Healthy Me	Jigsaw- Relationships Changing Me
R.E	What does it mean if God is Holy and Loving? What does it mean to be a Hindu in Britain today?	When Jesus left, what was the impact of the Pentecost? Why do some people believe that life is a journey and what significant events mark this?	What kind of world did Jesus want? How does Faith help people when life gets hard?	What do Christians learn from the Creation Story? How do festivals and family life show what matters to Jewish people?	What kind of King is Jesus? Was Jesus the Messiah?	Gospels: What would Jesus do? How and why do religious and non-religious people try to make the world a better place?
Computing	Communication & Collaboration Computer Systems & Contexts	Branching data bases Connecting computers	Data Logging Data & Information / Cross Curricular	Vector Drawing Digital Media / Cross Curricular	Web Page Creation Digital Media / Cross Curricular	Sequence in Music Programming A

	3D Modeling, Digital Media / Cross Curricular		Photo Editing Digital Media / Cross Curricular	Flat-file Databases Data & Information / Cross Curricular	Spreadsheets Data & Information / Cross Curricular	Events & Actions Programming B
	<ul style="list-style-type: none"> • 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 					