

## Learning Skills

### Expect to Connect

I can borrow and share ideas

I can express my ideas and thoughts with confidence

I show respect for the ideas and feelings of others

### The reflective Perspective

I can talk confidently about what I have learnt

I can use feedback and respond well to this in my learning

I can identify what has helped me to learn well

### Empathy and Equity

I can talk about how I feel

I can manage my own feelings

I can understand the feelings of others

### Believe in Me

I always try my best

I know what to do when I get stuck

I can resist distractions and keep focused

### Thing Big

I can think of lots of ideas

I can spot patterns and similarities in my learning

I can use my imagination and creativity to help me learn

### Wander and Wonder

I can actively take part in my learning

I am keen to learn about new things

I can talk about what fascinates and amazes me

## Creativity

### Art and Design

Use a range of materials

Use drawing, painting + sculpture

Develop techniques of colour, pattern, texture, line, shape, form and space

Learn about a range of artists, craftsmen and designers

### 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.

### Design and Technology

Design purposeful, functional and appealing products

Generate, model and communicate ideas

Use range of tools + materials

Evaluate products and own designs

Build and improve structures + mechanisms

Understand where food comes from

### Woodland Skills

Id basic plants (and trees)

To recognise risks and prepare appropriately

To develop team working and communication skills

## Science and Technology

Science
Asking simple questions and recognising that they can be answered in different ways
Observing closely, using simple equipment
Performing simple tests
Identifying and classifying
Using their observations and ideas to suggest answers to questions
Gathering and recording data to help in answering questions.
Id basic plants + parts, life cycle plants
Id and compare common animals. Identify as carnivores, herbivores and omnivores
Describe feeding relationships (food chain), habitats and needs of animals and plants
Distinguish between: living, non-living and dead
Animal life cycles
Id and name basic body parts
Distinguish between materials and objects. Know how materials can be changed (shape)
Id, name and compare uses of common materials
Describe simple properties of material
Compare and classify materials
Observe changes of day, weather + season
Compare things moving on different surfaces

Computing
Understand use of algorithms
Write and test simple programmes
Use logical reasoning to make predictions
Organise, store, retrieve and manipulate data
Communicate online safely and respectfully
Recognise uses of IT outside school

## Humanities

Geography
Name and locate the 4 countries and capitals in UK using globes/atlasses
Name and locate world's 7 continents and 5 oceans using globes/atlasses
Compare UK to contrasting non-European country
Identify seasonal/daily weather patterns in UK and location of hot and cold areas of the world
Use basic geographical vocab to refer to local and familiar features and using maps and aerial photographs
Use 4 compass directions and simple vocab
Simple field work study of school grounds and surrounding environment

History
Use wide vocabulary of historical terms relevant to the passing of time
Ask and answer questions using stories and other sources to show they know and understand key features of events
Changes in living history
Significant people- compare
Significant locals
Bonfire Night
Events of local importance

Religious Education
Pupils explore Christianity and one other religion of the school's choice
They learn about religion and from religion
They learn about different beliefs about God and the world around them
More detail about the Cornwall SACRE agreed syllabus available <a href="#">here</a>

## Health and Well-Being

### Physical Education (PE)

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination through a range of activities, and begin to apply these.

Use yoga to develop body awareness and increase concentration

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

### British values

An understanding of the democratic process

An appreciation that living under the rule of law protects individuals

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

An acceptance that other people having different faiths or beliefs to oneself

An understanding of the importance of identifying and combatting discrimination.

### Relationships and Sex Education

To understand some basic hygiene principles and to know how to keep clean.

To know how people, grow and change.

To know the difference between boy and girl babies.

To introduce the idea of gender stereotypes.

To understand the physical differences between males and females (including animals).

### Beach and Harbour Skills

To be confident in water over waist deep

To be able to float unsupported in water

To assess and manage risk in and near the sea

To recognize the movements of the tide

### Woodland Skills

Identify basic plants (and trees)

To recognise risks and prepare appropriately

To develop team working and communication skills