

## Learning Skills

### Expect to Connect

I can work well as a team leader and member

I notice when others do not achieve success and am supportive

### The reflective Perspective

I can look back and learn from my mistakes and successes

I can use what I have learnt to improve my ideas and learning

### Empathy and Equity

I recognise we are all unique and celebrate this

I can put myself in someone else's shoes and show empathy

### Believe in Me

I know its ok to make mistakes and learn from these

I can look for solutions to overcome problems in my learning

### Thing Big

I can ask some good questions to help my thinking

I can extract key information and use this to help my learning

### Wander and Wonder

I can ask good questions about things that really interest and puzzle me

I can use a range of skills to search for the answers to my questions

## Creativity

### Art and Design

Use sketchbooks to collect, record and evaluate ideas

Improve mastery of techniques- drawing, painting, sculpture with varied materials (paint, clay, pencil, charcoal etc....)

Learn about great artists, architects and designers

Use sketchbooks to collect, record and evaluate ideas

### 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.

### Design and Technology

Use research criteria to develop products that are fit for purpose

Use annotated sketches and prototypes to explain ideas

Evaluate products and improve own designs

Use mechanical systems in own work

Understand seasonality- prepare and cook mainly savoury dishes

### Woodland Skills

To tie basic knots

To use a knife to shape wood

To light a fire

To assess and manage risks associated with the above

## Science and Technology

Science
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
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.
Plants – parts of, transporting of water, lifecycle (including pollination, seed formation and seed dispersal), requirements for life and lifecycles
Animals – skeletons and nutrition (understand that animals cannot create their own energy but must eat)
Classify living things: grouping and using keys
Digestive system + teeth
Food chains – construct and interpret
Classification of rocks: group and compare recognize soils as made from rocks
Simple understanding of fossilisation
Changes of state- solid, liquid and gas
The water cycle
Sources of light- shadows+reflections
Simple forces inc magnetism: compare movement on different surfaces
Sound as vibrations
Electricity: simple circuits and conductors

Computing
Design and write programs to achieve specific goals, inc solving problems
Use logical reasoning
Understand computer networks
Use internet safely and appropriately and know how to report concerns
Recognise appropriate and inappropriate behaviours
Collect, present, analyse and evaluate data appropriately.

## Humanities

### Geography

Use maps, atlases, globes and digital mapping.

Locate world's countries, focussing on Europe and Americas- key physical + human features

Study a region of the UK (not local)

Use 8 points of compass, symbols and keys

Water cycle

Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc

Use fieldwork to observe, measure and record

### 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

Stone-Iron Age

Local study- post 1066 relevant to local area

Roman Empire

Ancient Egypt/Indus/Aztec/China

### Modern Foreign Languages (MFL)

Engage in conversation with accurate pronunciation and intonation

Explore the patterns and sounds of language

Speak and write phrases from memory and create new sentences

Understand basic grammar

Describe people places and things orally and in writing

Appreciate, listen and join in with stories, songs, poems and rhymes

Read carefully and show understanding

Broaden vocabulary

Write phrases from memory

### Religious Education (RE)

Pupils explore Christianity, Hinduism, Islam, Judaism and Sikhism and recognise the impact of religion locally, nationally and globally

They learn about religion and from religion

They learn about how people's belief's impact on their lives

More detail about the Cornwall SACRE agreed syllabus available [here](#)

## Health and Well-Being

### Physical Education (PE)

Using yoga to learn how to use their bodies in a healthy way and increase their confidence and positive self image

Manage stress through breathing, awareness and healthy movement

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 [through yoga, 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.

### British values

An understanding of how citizens can influence decision-making through the democratic process.

An appreciation that living under the rule of law citizens and is essential for citizen's wellbeing and safety.

An understanding that there is a separation of power between the executive and the judiciary, and about the independence of the court system from government influence.

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 (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior.

An understanding of the importance of identifying and combatting discrimination.

### Relationships and Sex Education

Describe the main stages of the human lifecycle and how the body changes as it approaches puberty and to understand the physical and emotional changes

Establish some basic facts about puberty, reproduction and pregnancy

To recognize and challenge stereotypes

Understanding personal space, different types of touch and how to deal with unwanted touch

To understand different families and family structures

### Beach and Harbour Skills

Be able to swim 25m

To know some of the basic principles of water rescue

To assess and manage risk in and near the sea

To recognize different sea states and consider the associated risks