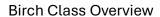


Birch Class Overview



| Y1 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|-----------|-------------------------|---------------------------|---|------------------------------|--|---------------------------|
| Geography | How does the biome | How do we know about | How do you stop | What was the | How are forests used in | Local history -What role |
| History | people live impact on | the ancient Egyptians | yourself getting lost? | impact of the | the UK and Canada? | has the sea played in the |
| | their lives? | beliefs and | 8 Alanes E | Anglo-Saxon | Which is No James and the State of the State | history of Portreath? |
| | | customs? | MAP BOOK | invasion? | | (fishing, transportation, |
| | | | tar Tork in the change in the | ARTHUR THE ACTIONAL PLANS | The factor of the stage | tourism) Spoke Sea |
| Art | Textiles | Clay | Colour, texture | Shell structures | Drawing | Food |
| DT | Design and make a | Egyptian pottery, carve | Whole class piece – | using CAD | Forest sketching, use | Design, make and |
| | pencil case to keep | patterns Bernard Leach | wordless picture | Design a box to | paint to add colour | evaluate a nutritional |
| | your equipment in | (Incl. trip to St Ives) | book through a | safely transport a | Monet | packed lunch for a |
| | | | fantasy land. | fragile, precious | | Portreath fisherman |
| | | | Aaron Becker | artefact | | |
| Science | Living Things-Y4 | Sound – Y4 | Animals including Humans-Y4 What happens when we eat? (include key points from Y3 skeleton/muscles/nutrition) | | Plants – Y3 | Rocks-Y3 |
| | Do all animals have a | Why does it sound muffled | | | Why do plants have | Are all rocks the same? |
| | spine? | when I am under water? | | | flowers? | THE STORY |
| | YOUR AMMAIS ORDER ORDER | Listen | | | BESONS THE THY | POLICET |
| Music | Charanga: 'Writing | BBC teach: | First Access: Learn Ukulele | | Canadian folk song: | A musical soundscape |
| | down music' | Ancient Egyptians | | | My Paddle's Keen and | representing a Cornish |
| | | Choice of: | | | Bright/Land of the Silver | harbour, incorporating |
| | | - <u>River Nile</u> | | | Birch (round) | sounds of fishing boats, |
| | | - <u>Pyramids</u> | | | | ferries, and tourists. |
| | | - <u>Tutankhamun</u> | | | | |
| | | -Gods and goddesses | | | | |
| | | - Amulets and hieroglyphs | | | | |







| What do Christians | "How do Christians use | How do festivals and | How do festivals | How did Jesus help the | How and why do people |
|---------------------------|---|--|---|---|--|
| learn from the | the Bible to guide them?" | family life show what | and worship | vulnerable? | try to make the world a |
| Creation story? | Based on "What is it like | matters to Jewish | show what | Based on "What kind of | better place? |
| | for someone to follow | people? | matters to a | world did Jesus want?" | |
| | God? | | Muslim? | but start with use | |
| | But start withdigging | | | digging deeper. | |
| | deeper section | | | | |
| The internet | Audio editing | Data logging | Photo editing | Repetition in shapes | Repetition in games |
| Computer systems | Digital Media / Cross | Digital Media / Cross | Digital Media / | Programming A | Programming B |
| and contexts | curricular | curricular | Cross curricular | Privacy and security | Copyright and ownership |
| Self-image and | Online reputation | Managing online | Health, wellbeing | | |
| identity | Online Bullying | information | and lifestyles | | |
| Online relationships | | | | | |
| What makes a good friend? | | Money choices | | Managing feelings | |
| Respecting others | | Volunteering and citizenship | | Strategies to support wellbeing | |
| Resolving conflict | | Online safety | | The environment | |
| Everyday safety | | Keeping personal information private | | Sun Safety | |
| Smeds and Smhoos | | Craffic McButton O Lost Power. | | TH EF | |
| | Iearn from the Creation story? The internet Computer systems and contexts Self-image and identity Online relationships What makes a good fri Respecting others Resolving conflict Everyday safety | learn from the Creation story? Based on "What is it like for someone to follow God? But start withdigging deeper section The internet Computer systems and contexts Self-image and identity Online relationships What makes a good friend? Respecting others Resolving conflict Everyday safety | learn from the Creation story? Based on "What is it like for someone to follow God? But start withdigging deeper section The internet Computer systems and contexts Self-image and identity Online relationships What makes a good friend? Respecting conflict Resolving conflict Everyday safety the Bible to guide them?" Based on "What is it like for someone to follow God? But start withdigging deeper section Data logging Digital Media / Cross curricular Corricular Online reputation Managing online information Money choices Volunteering and citize Online safety Keeping personal information | learn from the Creation story? Based on "What is it like for someone to follow God? But start withdigging deeper section The internet Computer systems and contexts Self-image and identity Online relationships What makes a good friend? Respecting others Resolving conflict Everyday safety The Bible to guide them?" Based on "What is it like for someone to follow God? But start withdigging deeper? Audio editing Digital Media / Cross Digital Media / Cross Curricular Cross curricular Curricular Cross curricular Managing online Information Money choices Volunteering and citizenship Online safety Keeping personal information private | learn from the Creation story? Based on "What is it like for someone to follow God? But start withdigging deeper section The internet Computer systems and contexts Self-image and identity Online relationships What makes a good friend? Respecting others Resolving conflict Everyday safety The Bible to guide them?" Based on "What is it like matters to Jewish people? family life show what matters to Jewish people? family life show what matters to Jewish people? family life show what matters to Jewish people? Based on "What kind of world did Jesus want?" but start with use digging deeper. Data logging Digital Media / Cross Curricular Digital Media / Cross Curricular Cross curricular Health, wellbeing and lifestyles Managing feelings Strategies to support wellbeing Online safety Keeping personal information private The environment Sun Safety The environment Sun Safety The environment Sun Safety |