**Pendeen School Curriculum Overview (For parents, staff and governors)**

The majority of the curriculum is taught in a 2 year cycle (All subjects in EYFS Kynsa Class and Computing for Nessa, Teyr and Peswara being an exceptions).

Kysna class follows the Early Years Foundation Stage ([Link here](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)); with the other classes following the curriculum as below. In general, all children are taught reading, writing and maths all morning and the afternoon covers all other subjects. We follow the national curriculum ([Link here](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)) in Key Stage 1 (Nessa) and Lower Key Stage 2 (Teyr) and Upper Key Stage 2 (Peswara). Any expertise or interest from parents that will add to learning is very warmly welcomed.

This document is an overview and is subject to change but is designed to inform parents, in a very broad sense, what their children will learn at Pendeen.

Parents have the right to withdraw children from RE lessons and also from the Sex and Relationship (SRE) elements of PHSE. Please contact Chris Wilson if you would like to discuss.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | | **Year A – Note, children’s interest to be built in and built upon** | | | | | | | | | | | | | | | |
| **Kynsa** | | Aut 1 | | | Aut 2 | | | Spr 1 | | | Spr 2 | | | Sum 1 | | Sum 2 | |
| Communication and Language | | Listening & turn taking | | | Confidence in speaking – nativity play, singing | | | Understanding – being kind to others, positive language | | | Curious minds – asking questions | | | Then & Now – talking in correct tenses | | Using vocab from stories & poems | |
| Personal, social and emotional development | | Positive Relationships – feelings of myself and others  Emotions | | | Communication – building self esteem and confidence | | | Family & Friends | | | Rules & Responsibilities  Local Community | | | Keeping Safe | | Changing & Growing  Hygiene | |
| Physical development | | Follow instructions & practise safely  GYM WORK; Co-ordination footwork; Static Balance; | | | GYM WORK Dynamic Balance to agility - Jumping and Landing  Static Balance (seated) | | | GYM WORK Dynamic balance – on a line  Static Balance (stance) | | | FOOTBALL, TENNIS; Co-ordination – ball skills  Counter Balance (with a partner) | | | CRICKET, ROUNDERS, NETBALL, BASKETBALL  Co-ordination – sending and receiving  Agility – reaction / response | | FOOTBALL, BASKETBALL  Agility – ball chasing  Static Balance (floor work) | |
| Literacy | | The Colour Monster | | | The 3 Little Pigs | | | The Rainbow Fish | | | Farmer Duck | | | The Gruffalo | | The Rhyming Rabbit | |
| Maths | | Just Like Me – matching & sorting | | | It’s Me 1, 2, 3  Light & Dark – 4, 5 | | | Alive in 5  Growing 6, 7, 8 | | | Building 9 and 10 | | | To 20 and Beyond  First, Then & Now | | Patterns & Shapes | |
| Understanding the world | | Explore the natural world  Where we live | | | Christmas  What is it made from?  Talk about the lives of the people around them and their role in society  Where we live | | | Being Healthy  Know some similarities and differences between things in the past and now  Our world | | | Easter  Changes in the natural world  Know some similarities and differences between things in the past and now  Our world | | | Which places are special and why?  Growing animals and plants  Understand the past through settings, characters and events through story telling  What’s different? | | Which stories (Hindu, Islamic and Jewish) are special and why?  Changes in the world – how is our community different to others?  Understand the past through settings, characters and events through story telling  What’s different? | |
| Expressive arts and design | | Art – Colour  Music – Me! | | | Art - Printing  Christmas performance | | | Art - Texture  Music - Everyone | | | Art - Form  Music – Our World | | | Art – Pattern  Music – Big Bear Funk | | Art - Drawing  Music – reflect, rewind and replay | |
| **KS1** | **Year A – 2023/24** | | | | | | | | | **Year B – 2024/25** | | | | | | | |
| **Nessa** | Aut 1 | | Aut 2 | Spr 1 | | Spr 2 | Sum 1 | | Sum 2 | Aut 1 | | Aut 2 | Spr 1 | | Spr 2 | Sum 1 | Sum 2 |
| English  **FLEXIBLE BASED ON NEEDS** | Familiar stories with predictable pattern; Fairy tales; Traditional tales; Animal stories; Stories from other cultures; Character descriptions; Setting descriptions  Lists and labels; Recounts; Instructions (linked to topic or science); Explanation flowcharts and diagrams.; Invitations; Explanation (link to science/topic); Letters; Non-chronological report; Rhyme gathering lists (i.e. Cat hat sat on that); Phonemic sounds focus (i.e. oo sound poems);l Days of the week poetry; I poem (i.e. I jump, I hop etc); Rhyme lists; Phonemic sound focus; Senses poetry; Performance poetry; Acrostic poetry. **TEXTS: Gruffalo, Rainbow Fish, Dolphin Boy; Nobot the Robot, Funny Bones, Farmer Duck; Anansi the Spider, Rameena’s Ramadan, My Granny Went To Market; Flat Stanley, Poetry, Polar Express; The Very Hungry Caterpillar, Goldilocks & Three Bears; Brown Bear, Zog, Poetry** | | | | | | | | | | | | | | | | |
| Maths  **FLEXIBLE BASED ON NEED** | Place value within 10, addition and subtraction; shape; Place value within 20; Number: Addition & Subtraction within 20; Number: Place Value within 50; Measurement: Length & Height; Measurement: Weight and Volume; Number: Multiplication and Division; Number: Fractions; Position & Dir; PV within 100; Money; Time | | | | | | | | | Place Value; Addition & Subtraction; Money; Multiplication & Division; Multiplication & Division; Statistics; Properties of Shape; Fractions; Length & Height; Position & Direction; Consolidation & Problem Solving; Properties of Shape; Fractions | | | | | | | |
| Science | Uses of everyday materials | | Uses of everyday materials | Plants | | Plants | Animals inc. Humans | | Living Things and Their Habitats | Animals inc. Humans | | Animals inc. Humans | Everyday Materials | | Plants | Plants | Seasonal Change |
| Art | Colour  Picasso | | Printing  Wild, Kieley | Texture  Monet | | Form  Gaudi, Harry | Pattern  Escher | | Drawing  Local Birds | Colour  Warhol | | Printing  Dyer | Texture  Tie-Dye | | Form  Hepworth, Goldsworthy | Pattern  Van Gogh, Haworth | Drawing  Jackson |
| History |  | | Why do we remember the fifth of November |  | | What was life like when our grandparents were children? | Who are our local heroes? | |  |  | | Who were the great explorers? |  | | How did the first flight change the world? |  | How has food changed over time? |
| Geography | What are seasons? | |  | Where does our food come from? | |  | What are the 7 wonders of the world? | |  | What’s it like where we live? | |  | What will we see on our journey around the world? | |  | Where do different animals live? |  |
| Music | Hey you | | Xmas performance | In the groove | | Round and Round | Your imagination | | Reflect, rewind, replay | Hands, heart, feet | | Xmas performance | I wanna play in a band | | Zoo time | Friendship song | Reflect, rewind, replay |
| PE | Gym Work - Coordination: Footwork  Static Balance (one leg) | | Gym Work -Dynamic Balance to agility - Jumping and Landing  Static Balance (seated) | Gym work- Dynamic balance – on a line  Static Balance (stance) | | Football, tennis  Co-ordination – ball skills  Counter Balance (with a partner) | Cricket, rounders, netball, basketball  Co-ordination – sending and receiving  Agility – reaction / response | | Cricket, hockey, basketball  Agility – ball chasing  Static Balance (floor work) | Gym Work - Coordination: Footwork  Static Balance (one leg) | | Gym Work -Dynamic Balance to agility - Jumping and Landing  Static Balance (seated) | Gym work- Dynamic balance – on a line  Static Balance (stance) | | Football, tennis  Co-ordination – ball skills  Counter Balance (with a partner) | Cricket, rounders, hockey, Co-ordination – sending and receiving  Agility – reaction / response | CRICKET, ROUNDERS, HOCKEY  SPORTS DAY – ATHLETICS  Agility – ball chasing  Static Balance (floor work) |
| PSHE | Core Emotions | | Fairness, family and friends | Rules, responsibilities and communities | | Money and finance | Changing and growing | | Changing and growing | Core Emotions | | Fairness, family and friends | Rules, responsibilities and communities | | Money and finance | Changing and growing | Changing and growing |
| DT | Autumn Basket making | | Christmas Stockings – felt / material | Car making for class races | | Easter biscuits / cupcakes / saffron buns and healthy alternatives | Lafrowda Day:  Flags etc to decorate school | | Pasties / cream tea  Savoury: pasties/ scones | select from and use a wide range of tools and equipment to perform practical tasks | | Use a wide range of materials and components, including construction materials, textiles and ingredients | understand and use mechanical systems in products | | use the basic principles of a healthy and varied diet to prepare dishes | understand how key events and individuals in design and technology have helped shape the world | prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Computing  Repeated /deepened each year | **Autumn** | | | | | | **Spring** | | | | | | **Summer** | | | | |
| How do I use my equipment?  How do I keep myself safe online?  What is a computer program? | | | | | | How do I use the computer to create, organise, store, manipulate and retrieve content?  How do I create a simple program?  What is an algorithm? Safer Internet Day | | | | | | How do I fix the mistakes?  Where is information & computing technology used?  How do I keep myself safe online? | | | | |
| RE | Who do Christians say made the world | | What does it mean to belong to a faith community? | Who is Jewish and how do they live? | | Who is Jewish and how do they live? | How should we care for others and for the world, why it matters | | What makes some places sacred to believers? | What do Christians believe God is like? | | Why does Christmas matter to Christians | What is the ‘good news’ Christians believe Jesus brings? | | Why does Easter matter to Christians? | Who is a Muslim and how do they live? | Who is a Muslim and how do they live? |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LKS2** | **Year A – 2023/24** | | | | | | | **Year B – 2024/25** | | | | | |
| **Teyr** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | | **Sum 2** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| English  **FLEXIBLE BASED ON NEEDS** | Alternative endings; Mixed up fairy tales; Fantasy Settings; Play scripts; Real setting; Non-chronological report; Newspaper article; Advert; Persuasive leaflet; Instructions; Recount – letter; Recount – diary; Shape poetry; Observation poetry; Poems on a theme; Classic narrative poetry **Texts: Escape from Pompeii, Hetty Feather, A Christmas In Time, Charlie and the Chocolate Factory, Journey to Jo-Berg or Handers Surprise, Flotsam.** | | | | | | | | | | | | |
| Maths  **FLEXIBLE BASED ON NEEDS** | Place value; addition and subtraction; multiplication and division; Money; statistics; length and perimeter; fractions; time; properties of shape; mass and capacity; area; decimals; position and direction; | | | | | | | | | | | | |
| Science | States of matter | Electricity | Animals inc humans | Sound | Living things and their habitats | | Living things and their habitats | Animals inc. Humans | light | Forces | Plants | Plants | Rocks |
| Art | Colour  Picasso | Printing  Wild, Kieley | Texture  Monet | Form  Gaudi, Harry | Pattern  Escher | | Drawing  Local Birds | Colour  Warhol | Printing  Dyer | Texture  Tie-Dye | Form  Hepworth, Goldsworthy | Pattern  Van Gogh, Haworth | Drawing  Jackson |
| History | What happened when the Romans came? | What was important to our local Victorians? | Is it better to be a child now than in the past? |  |  | |  | What was new about the new Stone Age? |  | How unpleasant were the Bronze and Iron ages? | How much did the Ancient Egyptians achieve? |  |  |
| Geography | Can you come on a great American road trip? | Can you come on a great American road trip? | How does water go round a round? | How does water go round a round? | Can the Earth Shake, rattle and roll? | | Can the Earth Shake, rattle and roll? | Where on earth are we? | Where on earth are we? | Is climate cool? | Is climate cool? | Do you like to be beside the seaside? | Do you like to be beside the seaside? |
| Music | Let your spirit fly | Xmas carols | 3 little birds | The Dragon song | Bringing us together | | Reflect, rewind, replay | Mamma Mia | Xmas carols | Stop | Lean on me | Blackbird | Reflect, rewind, replay |
| PE | GYM WORK  Coordination: Footwork  Static Balance (one leg) | GYM WORK  Dynamic Balance to agility - Jumping and Landing  Static Balance (seated) | RUGBY  Dynamic balance – on a line  Co-ordination – ball skills | NETBALL, BASKETBALL, FOOTBALL  Co-ordination – sending and receiving  Counter Balance (with a partner | NETBALL, BASKETBALL, FOOTBALL  Agility – reaction / response  Static Balance (floor work) | | ROUNDERS, HOCKEY, CRICKET  SPORTS DAY - ATHLETICS  Agility – ball chasing  Static Balance – stance | GYM WORK  Co-ordination: Footwork  Static Balance (one leg) | GYM WORK  Dynamic Balance to agility - Jumping and Landing  Static Balance (seated) | Dynamic balance – on a line  Co-ordination – ball skills | FOOTBALL, TENNIS  Co-ordination – sending and receiving  Counter Balance (with a partner) | CRICKET, ROUNDERS, NETBALL, BASKETBALL  Agility – reaction / response  Static Balance (floor work) | BASKETBALL Agility – ball chasing  Static Balance - stance  CRICKET, HOCKEY, |
| PSHE | Collaboration and bullying | Similarities, differences and healthy relationships | Living in the wider world | Discrimination and economic awareness |  | | SRE | Collaboration and bullying | Similarities, differences and healthy relationships | Living in the wider world | Discrimination and economic awareness |  | SRE |
| DT – Project in the last week of term | Autumn Basket making | Christmas Stockings – felt / material | Car making for class races | Easter biscuits / cupcakes / saffron buns and healthy alternatives | Lafrowda Day:  Flags etc to decorate school | | Pasties / cream tea  Savoury: pasties/ scones | select from and use a wide range of tools and equipment to perform practical tasks | Use a wide range of materials and components, including construction materials, textiles and ingredients | understand and use mechanical systems in products | use the basic principles of a healthy and varied diet to prepare dishes | understand how key events and individuals in design and technology have helped shape the world | prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Computing  Repeated /deepened each year | **Autumn** | | | | | **Spring** | | | | **Summer** | | | |
| How do I use my equipment?  How do I keep myself safe online?  How do I choose the right software to achieve my goals? | | | | How do sequences, selection and repetitions in programs work? Internet Safety Day  What is logical reasoning?  How do I fix errors in my algorithms? | | | | | How do I design, write and debug programs to achieve specific goals?  How do I keep myself and others safe online? How can I report concerns & spot unacceptable behaviour? | | | |
| Languages (French) | Moi – All About Me | Jeux et Chansons - Games and songs | On fait la fete – Celebrations | Portraits – Portraits | Les Quatre Amis –  The four friends | | Ca Pousse – Growing things | On y va! – All aboard | L’argent de poche – Pocket money | Raconte – moi une histoire! – Tell me a story! | Vive le sport! –  Our sporting lives | Le Carnaval des Animaux | Quel temps fait-il? – What’s the weather like? |
| RE | What do Christians learn from the Creation story? | What is it like for someone to follow God? | What is the ‘Trinity’ and why is it important for Christians? | Why do Christians call the day Jesus died ‘Good Friday’? | What kind of world did Jesus want? | | For Christians, what was the impact of Pentecost? | What do Hindus believe God is like? | What does it mean to be Hindu in Britain today? | How do festivals and worship show what matters to Muslims? | How do festivals and family life show what matters to Jewish people? | How and why do people mark the significant events of life? | How and why do people try to make the world a better place? |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UKS2** | **Year A – 2023/24** | | | | | | **Year B – 2024/25** | | | | | | |
| **Peswara** | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** | **Aut 1** | **Aut 2** | **Spr 1** | | **Spr 2** | **Sum 1** | **Sum 2** |
| English  **FLEXIBLE BASED ON NEEDS** | Alternative beginnings; Myths and legends; Alternative dimension/ sci-fi; Narrative recount with flashbacks; Diary; Historical story; Crime story; Issue or dilemma; Balanced argument; Formal persuasive letter or report; Biographical; Journalistic style.; Explanation; Newspaper report; Discussion; Narrative poetry; Riddles; Performance poetry; Poems on a theme **Texts: Odd and the Frost Giants; Cogheart; Boy in the Striped Pyjamas / Carrie’s War; Who Let the Gods Out?; The Lion, The Witch & The Wardrobe; Inside Out (AV)** | | | | | | | | | | | | |
| Maths  **FLEXIBLE BASED ON NEEDS** | Place value; addition and subtraction; statistics; Multiplication and division; Perimeter and area; Fractions; decimals and percentages; converting units; volume; 4 operations; algebra; problems solving | | | | | | | | | | | | |
| Science | Animals inc humans | Light | Evolution and inheritance | Electricity | Living things and their habitats | Review all Y5/6 Science | Living things and their habitats | Animals including humans | Properties and Changes | | Earth and Space | Forces | Review all Y5/6 Science |
| Art | Colour  Picasso | Printing  Wild, Kieley | Texture  Monet | Form  Gaudi, Harry | Pattern  Escher | Drawing  Local Birds | Colour  Warhol | Printing  Dyer | Texture  Tie-Dye | | Form  Hepworth, Goldsworthy | Pattern  Van Gogh, Haworth | Drawing  Jackson |
| History |  | How did World War II impact our local area? | Why should we thank the Ancient Greeks? |  | How has communication changed over time? |  | What impact did the Anglo-Saxons have? |  |  | | Would the Vikings do anything for money? | Why should we remember the Maya? |  |
| Geography | Are we damaging our world? |  |  | Where does all of our stuff come from? | ? | How will our world look in the future? | How is our country changing? |  | Where should we go on holiday? | |  | What is it like in the Amazon? |  |
| Music | Living on a prayer | Xmas carols | Make you feel my love | Fresh Prince of Bel-Air | Dancing in the street | Reflect, rewind, replay | Happy | Xmas carols | New year carol | | You’ve got a friend | Music and me | Reflect, rewind, replay |
| PE | SWIMMING (POOL)  GYM WORK  FOOTBALL, NETBALL Swimming –  ordination – ball skills  Agility – reaction / response | SWIM,  GYM WORK  FOOTBALL, NETBALL  Static Balance (seated)  Static Balance (floor work) | NETBALL, BASKETBALL, FOOTBALL  Dynamic balance – on a line  Counter Balance (with a partner | NETBALL, BASKETBALL, FOOTBALL  Static Balance (one leg)  Dynamic Balance to agility - Jumping and Landing | NETBALL, BASKETBALL, FOOTBALL  Co-ordination: Footwork  Static Balance: stance | SPORTS DAY – ATHLETICS  SURFING / SWIMMING / SURF LIFESAVING  Agility – ball chasing  Coordination sending and receiving | SWIMMING  GYM WORK  FOOTBALL, NETBALL  Co-ordination – ball skills  Agility – reaction / response | SWIMMING  GYM WORK  FOOTBALL, NETBALL  Static Balance (seated)  Static Balance (floor work) | NETBALL, BASKETBALL, FOOTBALL  Dynamic balance – on a line  Counter Balance (with a partner | | NETBALL, BASKETBALL FOOTBALL  Static Balance (one leg)  Dynamic Balance to agility - Jumping and Landing | NETBALL, BASKETBALL, FOOTBALL  Coordination: Footwork  Static Balance: stance | SPORTS DAY – ATHLETICS  SURFING / SWIMMING / SURF LIFESAVING (BEACH) |
| PSHE | Communication and collaboration | Emotions and safety | Diversity | Health, well being, food, aspirations | Rules responsibilities | SRE; Economic awareness and enterprise | Communication and collaboration | Emotions and safety | Diversity | | Health, well being, food, aspirations | Rules and responsibilities | SRE; Economic awareness and enterprise |
| DT | Autumn Basket making | Christmas Stockings – felt / material | Car making for class races | Easter biscuits / cupcakes / saffron buns and healthy alternatives | Lafrowda Day:  Flags etc to decorate school | Pasties / cream tea  Savoury: pasties/ scones | select from and use a wide range of tools and equipment to perform practical tasks | Use a wide range of materials and components, including construction materials, textiles and ingredients | understand and use mechanical systems in products | | use the basic principles of a healthy and varied diet to prepare dishes | understand how key events and individuals in design and technology have helped shape the world | prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Computing  Repeated /deepened each year | **Autumn** | | | | **Spring** | | | | | **Summer** | | | |
| How does my equipment link to the world?  How do I keep myself safe online?  What opportunities can ICT services offer for communication and collaboration? | | | | How do computer networks work?  How can I present my work?  + Internet Safety Day  How do I make searches and know which results to trust? | | | | How do I design, write and debug programs to achieve specific goals?  How I solve problems with my own coding programming? | | | | |
| Languages (French) | Bon appetit, bonne sante – Healthy Eating | Je suis le musician - I am the music man | En route pour I’école On the way to school | Scène de plage – Beach scene | Le retour du printemps –The return of spring | Les planets – The planets | Notre école – Our school | Notre monde – The world around us | Le passé et le present – Then and now | | Ici et là – Out and about | Monter un café – Setting up a café | Quoi de neuf? – What’s in the news? |
| RE | How do Christians decide how to live? ‘What would Jesus do?’ | Why do Christians believe Jesus was the Messiah? | Creation and science: conflicting or complementary | Why do Hindus want to be good? | What does it mean if Christians believe God is holy and loving? | What do Christians believe Jesus did to ‘save’ people? | Why do some people believe in God and some people not? | For Christians, what kind of king is Jesus? | Why is the Torah so important to Jewish people? | | What does it mean to be a Muslim in Britain today? | How does faith help people when life gets hard? | What matters most to Humanists, Christians? |