



## Shortlanesend Curriculum Map – Whole School 2024-2026



EYFS KS1 Plan	Nursery		Tamar Class (Rec/Yr1)		Kenwyn Class (Yr1/2)	
	A	B	A	B	A	B
English	Squiggle while you wiggle  Phonological awareness  RWI summer term, set 1 sound	Squiggle while you wiggle  Phonological awareness  RWI summer term, set 1 sound	Fundamentals, transcription, letter formation.  Drawing Club Writing from a text RWI  Year 1 The Place Value of Grammar and punctuation  Reception carrying on with Drawing Club	Fundamentals, transcription, letter formation.  Drawing Club Writing from a text RWI  Year 1 The Place Value of Grammar and punctuation  Reception carrying on with Drawing Club	The Place Value of Grammar and punctuation RWI  Write Stuff	The Place Value of Grammar and punctuation RWI  Write Stuff
	Story Dough	Story Dough	Year 1 The Place Value of Grammar and punctuation  Reception carrying on with Drawing Club	Year 1 The Place Value of Grammar and punctuation  Reception carrying on with Drawing Club	RWI Write Stuff	RWI Write Stuff
	Story Dough	Story Dough	Year 1 RWI Write stuff Summer	Year 1 RWI Write Stuff	RWI Write Stuff	RWI Write Stuff
Maths	Master the curriculum Colours Matching	Master the curriculum Colours Matching	Getting to know you baseline assessments	Getting to know you baseline assessments	WR mixed age planning	WR mixed age planning



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	Sorting Number 1, 2 Pattern	Sorting Number 1, 2 Pattern	Match, sort, compare Measure, patterns Circles and triangles, 1,2,3,4,5 Shapes with 4 sides Place value within 10 addition and subtraction, shape	Match, sort, compare Measure, patterns Circles and triangles, 1,2,3,4,5 Shapes with 4 sides Place value within 10 addition and subtraction, shape		
	Number 3,4,5 Number 6 Height and Length Mass capacity	Number 3,4,5 Number 6 Height and Length Mass capacity	Alive in 5 Mass and capacity Growing 6,7,8 Length height and time Building 9&10 3D shapes Place value within 20 Addition and subtraction within 20 Place value within 50 Length and height Mass and volume	Alive in 5 Mass and capacity Growing 6,7,8 Length height and time Building 9&10 3D shapes Place value within 20 Addition and subtraction within 20 Place value within 50 Length and height Mass and volume	WR mixed age planning	WR mixed age planning
	Sequencing Positional language More than fewer than 3D 2D shapes	Sequencing Positional language More than fewer than 3D 2D shapes	To 20 and beyond Manipulate, compose and decompose Sharing and grouping Visualise build and map Multiplication and division Fractions	To 20 and beyond Manipulate, compose and decompose Sharing and grouping Visualise build and map Multiplication and division Fractions	WR mixed age planning	WR mixed age planning



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			Place value within 100 Time	Place value within 100 Time		
Science	Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	Animals including humans all about me Exploring everyday materials 1	Seasonal Changes Animals including humans: all about animals	Seasonal Changes Animals including humans: all about animals	Animals including humans : all about me Exploring Everyday materials
	Materials changing when cooking or heating. Investigate natural materials Materials change when melting	Materials changing when cooking or heating. Investigate natural materials Materials change when melting	Living things and their habitats  Plants	Uses of everyday materials Exploring everyday materials	Uses of everyday materials Exploring everyday materials	Living things and their habitats Plants Plants: Hierarchical teaching
	Butterflies and eggs Living things Light, dark and shadows Seeds and planting Floating, sinking, stretching forces.	Frogs and Frogspawn Living things Light, dark and shadows Seeds and planting Floating, sinking, stretching forces.	Animals including humans: Growth  Living things and their habitats: habitats around the world	Plants: hierarchical teaching Animals including humans: life cycles	Plants: hierarchical teaching Animals including humans: life cycles	Animals including humans: growth Living things and their habitats: habitats around the world
History	Children will know they were a baby. I am beginning to make sense of my own life-story and my family history.  I can show an interest in different occupations.	Discussing our families, recounting fun family experiences in our past.  Thinking about changes in our life as we grow older  Look at our school grounds and the history / changes within our school.	Children will know how they have changed from being a baby to being 4/5 I can comment on images of familiar situations in the past.  I can compare and contrast characters from stories,	London's Burning What was London's so Great about the fire of 1666?	School Days <b>Would Smile – Learn – Excel – fit schools in the past?</b>	London's Burning What was London's so Great about the fire of 1666?



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	<p>Children will begin to understand that at the moment they attend Nursery but then they will go to 'big school.'</p>	<p>Talk about members of their family and immediate family</p> <p>Comment on images of familiar situations in the past (eg seaside)</p> <p>Explore Autumn festivals Harvest Diwali Christmas Spring festivals Easter Chinese New Year. Summer holidays, describing past family holidays and experiences and talking about how holidays have changed.</p>	<p>including figures from the past.</p> <p>I can talk about what is 'special' to me and how we are all different.</p> <p>I can talk about who has helped me in the past and who helps me now.</p> <p>I can talk about how people grow and change. I can talk about when I am older.</p> <p>Talk about the soldiers, poppies, two minutes silence</p> <p>-Know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day</p> <p>School Days <b>Would Smile – Learn – Excel</b> – fit schools in the past?</p>			
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## Shortlanesend Curriculum Map – Whole School 2024-2026



			<p>REC:</p> <ul style="list-style-type: none"><li>-Know about influential figures from the past and discuss historical events that have happened in the past</li><li>-Use vocabulary such as in the past, a long time ago</li><li>-Recognise some similarities and differences between life in this country and life in other countries</li><li>-Comment on images of familiar situations in the past</li><li>-Compare characters from stories, including figures from the past</li><li>-Talk about how homes have changed</li><li>-Comment on images showing homes in the past</li></ul>	<p>REC</p> <ul style="list-style-type: none"><li>-Understand the past through settings, characters and events encountered in books read in class and storytelling</li><li>make comparisons of settings and fictional settings</li><li>I can.....</li><li>-talk about the lives of the people around me and their roles in society</li><li>-know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</li><li>understand the past through settings, characters and events encountered in books read in class</li></ul>	<p>Shrinking World</p> <p>Who was the greatest explorer?</p>	<p>On the farm</p> <p>How has Farming changed through time?</p>
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## Shortlanesend Curriculum Map – Whole School 2024-2026



			<p>-Talk confidently about my personal experiences of weddings using language of past and present</p> <p>-Talk about members of my immediate family and community</p> <p>-Know and talk about influential figures from the past</p> <p>YEAR 1 Shrinking World <b>Who was the greatest explorer?</b></p>	<p>and through storytelling</p> <p>YEAR 1 On the farm <b>How has Farming changed through time?</b></p>		
			<p>Maids in Cornwall <b>Who was Cornwall's Greatest Woman?</b></p>	<p>Up, Up and Away <b>Would I want my class to be renamed – Wright, Bleriot or Earhart?</b></p>	<p>Maids in Cornwall <b>Who was Cornwall's Greatest Woman?</b></p>	<p>Up, Up and Away <b>Would I want my class to be renamed – Wright, Bleriot or Earhart?</b></p>
Geography			<p>What's it like in Sri Lanka?</p>	<p>Road trip Round The UK What would we see on our tour?</p>	<p>What's it like in Sri Lanka?</p>	<p>Road trip Round The UK - What would we see on our tour?</p>
			<p>What does our world look like from space?</p>	<p>Come Rain or Shine Why do we talk about the weather so much?</p>	<p>What does our world look like from space?</p>	<p>Come Rain or Shine Why do we talk about the weather so much?</p>



## Shortlanesend Curriculum Map – Whole School 2024-2026



			What is special about where we live?	Extreme Planet Would you rather live in Lapland or Crete? Hot and cold places – including Equator and Poles	What is special about where we live?	Extreme Planet Would you rather live in Lapland or Crete? Hot and cold places – including Equator and Poles
RE	I can talk about our special people  I can start to talk positively about our differences.		Being Special: where do we belong?  F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b> ?  1.2 CREATION: Who Made the World? <b>Harvest</b>  1.10 What does it mean to belong to a faith community?	Being Special: where do we belong? F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b> ?  Who is Muslim and how do they live? (PART 1) 1.3 INCARNATION: Why does <b>Christmas</b> matter to Christians?	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.  I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus	
			What times/stories are special and why?  F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?	What times/stories are special and why?  F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?	I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.	



## Shortlanesend Curriculum Map – Whole School 2024-2026



			<p>1.1 GOD: What do Christians believe God is Like?</p> <p>1.7 Who is Jewish and how do they live? (PART 1)</p>	<p>Who is Muslim and how do they live? (PART 2)</p> <p>1.5 SALVATION: Why does <b>Easter</b> matter to Christians?</p>	<p>I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.</p>	
			<p>F1 GOD/ CREATION: Why is the word 'God' so important to Christians?</p> <p>What places are special and why?</p>	<p>F1 GOD/ CREATION: Why is the word 'God' so important to Christians?</p> <p>What places are special and why?</p>		





## Shortlanesend Curriculum Map – Whole School 2024-2026



			1.7 Who is Jewish and how do they live? (PART 2)  What makes some places sacred to believers?	1.4 GOSPEL: What is the good news Jesus brings?  Unit 1.8 CK4RE: What makes some people and places in Cornwall sacred?		
Music	I can remember and sing entire songs.  I can sing the pitch of a tone sung by another (pitch match).  I can sing the melodic shape (moving melody such as up and down) or familiar songs.  I can create my own songs or improvise a song around one that I know.		I can sing in a group or on my own, increasingly matching the pitch and following the melody.  I can listen attentively, move to and talk about music, expressing my feelings and responses.  I can watch and talk about dance and performance art, expressing my feelings and responses  Charanga Hey you! Rhythm in the way we walk and banana rap Un the groove Round and Round Your imagination	Charanga	Charanga Hey you! Rhythm in the way we walk and banana rap Un the groove Round and Round Your imagination Reflect Rewind and replay.	



## Shortlanesend Curriculum Map – Whole School 2024-2026



			Reflect Rewind and replay.			
Art 1 day a term	Printing with Autumn leaves	Firework painting with cardboard tubes	Spirals <a href="#">See the Pathway</a>	Exploring the world through monoprint <a href="#">See the Pathway</a>	Spirals <a href="#">See the Pathway</a>	Exploring the world through monoprint <a href="#">See the Pathway</a>
	Blow painting	Easter chick fork painting	Exploring watercolour <a href="#">See the Pathway</a>	Be an Architect <a href="#">See the Pathway</a>	Exploring watercolour <a href="#">See the Pathway</a>	Be an Architect <a href="#">See the Pathway</a>
	Water Resist art	Transient art with natural outdoor materials.	Inspired by Flora & Fauna <a href="#">See the Pathway</a>	Stick transformation project <a href="#">See the Pathway</a>	Inspired by Flora & Fauna <a href="#">See the Pathway</a>	Stick transformation project <a href="#">See the Pathway</a>
DT 1 day a term	Build a bug hotel	Build and decorate a milk bottle bird house Wreath making	Diwali pot Wreath making	Preparing and handling food- fruit face plates Wreath making	Junk modelling- animals Diwali pots Wreath making	Preparing and handling food- fruit face plates Wreath making
	Computer pictures using the IWB	Junk modelling- animals	Preparing and handling food	Design, make and evaluate a tote bag using printmaking skills	Preparing and handling food	Design, make and evaluate a tote bag using printmaking skills
	Preparing and handling food	Preparing and handling food	Build a car with moving wheels	Design, make and evaluate a miniature garden- using shoe boxes	Build a car with moving wheels	Design, make and evaluate a miniature garden- using shoe boxes
MFL			Introduction to French greetings	Introduction to French greetings	Introduction to French greetings	Introduction to French greetings



## Shortlanesend Curriculum Map – Whole School 2024-2026



			Numbers 1-10 in French Colours in French	Numbers 1-10 in French Colours in French	Numbers 1-10 in French Colours in French	Numbers 1-10 in French Colours in French
			Simple phrases about self French songs	Simple phrases about self French songs	Simple phrases about self French songs	Simple phrases about self French songs
PE KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. master basic movements as well as developing balance, agility and co-ordination participate in team games, developing simple tactics.	Healthy movers	Healthy Movers	Introduction to PE 1 Fundamentals Unit 1 Healthy Movers	Introduction to PE 2 Fundamentals 2 Healthy Movers	Fundamentals Team building Athletics Fitness	Fundamentals Team building Athletics Yoga
	Healthy movers	Healthy Movers	Gymnastics 1 Dance 1 Healthy Movers	Gymnastics 2 Dance 2	Dance Gymnastics (12 week blocks)	Dance Gymnastics (12 week blocks)
	Healthy movers Introduction to PE Fundamentals	Healthy Movers Introduction to PE Fundamentals	Ball skills 1 Games 1	Ball skills 2 Games 2	Ball skills Send & Receive Strike/ Field Target Games	Ball skills Sending and receiving Net and wall Invasion
Computing			Year 1 Technology around us Digital painting	Year 1 Technology around us Digital painting	Year 1 Technology around us Digital painting	Year 2 Programming Scratch



## Shortlanesend Curriculum Map – Whole School 2024-2026



						Computer networks and systems
			Moving a robot Programming animations	Moving a robot Programming animations	Moving a robot Programming animations	Robot algorithms Making music
			Grouping data Digital writings	Grouping data Digital writings	Grouping data Digital writings	Digital photography Pictograms
PSHE	SCARF N Marvellous Me Valuing difference Keeping safe Rights and respect Growing and changing Being my best	SCARF N Planning Marvellous Me Valuing difference Keeping safe Rights and respect Growing and changing Being my best	SCARF R/1 planning Marvellous Me Valuing difference Keeping safe Rights and respect Growing and changing Being my best	SCARF R/1 planning Marvellous Me Valuing difference Keeping safe Rights and respect Growing and changing Being my best	SCARF 1/2 Planning Marvellous Me Valuing difference Keeping safe Rights and respect Growing and changing Being my best	SCARF 1/2 Planning Marvellous Me Valuing difference Keeping safe Rights and respect Growing and changing Being my best
Personal Development	I:	I:				
	O:	O:				
	I:	I:				
	O:	O:	Nancarrow Farm		Nancarrow Farm	
	I:	I:				
	O:	O:				



## Shortlanesend Curriculum Map – Whole School 2024-2026



KS2 Plan	Helford (Yr 3)	Lynher Class (Yr4/5)		Gannel Class (Yr5/6)	
	A	A	B	A	B
English	The Place Value of Grammar and punctuation  TWS writing units  Novel Study Cross Curricular Reading	The Place Value of Grammar and punctuation  TWS writing units  Novel Study Cross Curricular Reading	The Place Value of Grammar and punctuation  TWS writing units  Novel Study Cross Curricular Reading	The Place Value of Grammar and punctuation  TWS writing units  Novel Study Cross Curricular Reading	The Place Value of Grammar and punctuation  TWS writing units  Novel Study Cross Curricular Reading
	TWS writing units	TWS writing units	TWS writing units	TWS writing units	TWS writing units
	TWS writing units	TWS writing units	TWS writing units	TWS writing units	TWS writing units
Maths	WR Year 3 maths	WR mixed age planning	WR mixed age planning	WR mixed age planning	WR mixed age planning
	WR Year 3 maths	WR mixed age planning	WR mixed age planning	WR mixed age planning	WR mixed age planning
	WR Year 3 maths	WR mixed age planning	WR mixed age planning	WR mixed age planning	WR mixed age planning
Science (2 hrs weekly across the term)	Developing Experts Year 3 Animals, including humans  Scientific Enquiry	Developing Experts Year 4 -Sounds -Living things and their habitats (conservation) -Animals inc. Humans -Electricity	Developing Experts Year 5 -Properties of materials -Changes of materials	Developing Experts Year 6 Animals inc humans  Living things & their habitats	Developing Experts Year 5 Properties of materials --Changes of materials



## Shortlanesend Curriculum Map – Whole School 2024-2026



		-Living things and their habitats -States of matter			
	Rocks Forces and Magnets		-Earth and Space -Forces	Light Evolution & Inheritance	-Earth and Space -Forces
	Plants Light		-Animals inc. Humans -Living things and their habitats	Looking after the environment Electricity	-Animals inc. Humans --Living things and their habitats
History (2 hrs weekly over a half-term)	Stone Age to Iron Age How do we know about life in prehistoric Britain?	Boom and Bust How were the Cornish affected by boom and bust in the tin and copper mining industry?	All Roads lead to Rome How did the Romans build and control their empire?	Boom and Bust How were the Cornish affected by boom and bust in the tin and copper mining industry?	Rebels! Why were the Cornish ready to rebel against the Tudors, 1497-1549?
	Pharaohs, pyramids and parchment Were the pyramids the Ancient Egyptians greatest achievement?	Marvellous Medicine How have British people responded to disease since 1660?	Invaders and settlers Why did the Anglo-Saxons come to Britain?	Marvellous medicine How have British people responded to disease since 1660?	'Who do you think you're kidding, Mr Hitler?' How did Britain resist the threat posed by Nazi Germany during WW2?
	Gifts, games and gods What did the Ancient Greeks ever do for us?	Mystery, magic and majesty Why do we still remember the Maya today?	Anglo-Saxons versus Vikings Was fighting the Vikings the best way to deal with them?	Mystery, magic and majesty Why do we still remember the Maya today?	Benin Bronzes How powerful were the obas of Benin?
Geography (2 hrs weekly over a half-term)	<b>Tropical Rainforest</b> Why should I care about the rainforest?	<b>(Y5) Natural Wonder</b> Is the Grand Canyon safe for future generations?	<b>(Y4) Eruptions and Explosions</b> Are all Volcanoes and Earthquakes equally dangerous?	<b>(Y5) Natural Wonder</b> Is the Grand Canyon safe for future generations?	<b>(Y6) Village, Town or City:</b> Shortlanesend, Truro or Bristol Where would you rather live and work when you become an adult?
	Tyr Dwy'r	Emergency Services Rescue Scenario	Moors and Mountains	Emergency Services Rescue Scenario	Russia



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	<i>Is Truro the right name for the city?</i>	<i>How can we use our navigational skills to assist the emergency services?</i>	<i>Are all mountains massive?</i>	<i>How can we use our navigational skills to assist the emergency services?</i>	<b>Geographical Record Breaker</b> <i>How does Russia's geography make it a record breaker?</i>
	<b>Island Hopping</b> <i>How do Greek islands compare to The Scilly Isles?</i>	<b>Supersized City</b> <i>Is bigger better?</i> Mexico City	<b>Fair Trade</b> <i>How can we help make trade fairer?</i>	<b>Supersized City</b> <i>Is bigger better?</i> Mexico City	<b>Going Green</b> <i>How easy is it to live sustainably?</i>
RE	What do Hindus believe God is like?  2a.3 INCARNATION/ GOD: What is the Trinity? <b>Christmas</b>	2a.1: CREATION/ FALL: What do Christians learn from the creation story? L2.10 How do festivals and family life show what matters to Jewish people? 2a.6 KINGDOM OF GOD: When Jesus left what was the impact of <b>Pentecost</b> ?  L2.9 How do festivals and worship show what matters to a Muslim?  2a.4 GOSPEL: What kind of world did Jesus want?  Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?	What do Hindus believe God is like?  2a.3 INCARNATION/ GOD: What is the Trinity? <b>Christmas</b>  What does it mean to be a Hindu in Britain today?  2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>  2a.2 PEOPLE OF GOD: What is it like to follow God?  Why do some people think that life is like a journey and what significant events mark this?	Why do Hindus want to be good?	What does it mean to be a Muslim in Britain today? 2b.4 INCARNATION Was Jesus the Messiah? <b>Christmas</b>



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	What does it mean to be a Hindu in Britain today?  2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b>			<b>Easter OR</b> 2b.7: SALVATION: What difference does the resurrection make to Christians? 2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary? 2b.6 SALVATION: What did Jesus do to save Human Beings?	2b.1: GOD: What does it mean if God is Holy and Loving? U2.9 Why is the Torah so important to Jewish people?
	2a.6 Kingdom of God When Jesus left what was the impact of Pentecost?  Why do some people think that life is like a journey and what significant events mark this?			2b.8 KINGDOM OF GOD: What kind of King is Jesus? <b>OR</b> 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?  How does faith help people when life gets hard?	2b.5 GOSPEL: What would Jesus do?  U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?
Music	Charanga	Singup	Singup	Singup	Singup
	Writing Music down				
	I want to play in a band				
Art 1 x Day a term	Working with shape and colour <a href="#">See the Pathway</a>	Gestural drawing with Charcoal.	Activism <a href="#">See the Pathway</a>	Activism <a href="#">See the Pathway</a>	Making monotypes <a href="#">See the Pathway</a>
	Telling stories through drawing and making <a href="#">See the Pathway</a>	Exploring still life	Take a seat <a href="#">See the Pathway</a>	Set design <a href="#">See the Pathway</a>	Take a seat <a href="#">See the Pathway</a>





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	Making animated drawings <a href="#">See the Pathway</a>	Festival feasts.	Exploring identity <a href="#">See the Pathway</a>	Fashion design <a href="#">See the Pathway</a>	Exploring identity <a href="#">See the Pathway</a>
DT 1 x Day a Term	Food hygiene and handling- follow a recipe Wreath making	Construct the Gran Canyon from clay.  Wreath making	Design, make and evaluate a moving toy Wreath making	Design, make and evaluate a torch  Wreath making	Design, make and evaluate a moving toy Wreath making
	Design, make a model and evaluate a mini greenhouse	Seasonal stockings- sewing	Food hygiene and handling- follow a recipe- bread	Seasonal stockings- sewing	Food hygiene and handling- follow a recipe- bread
	Sewing- design, make and evaluate your own pencil case	Food hygiene and handling- follow a recipe- Indian food	Design make and evaluate a cushion cover - sewing	Food hygiene and handling- follow a recipe- Indian food	Design make and evaluate a cushion cover - sewing
MFL	French-  Greetings  Numbers, colours, Christmas	Ma Famile (My Family)  En Classe (In The Classroom)	Au salon de thé (At the Tea Room)  Traditions et Célébrations (Traditions & Celebrations)		
	Jungle Animals  Transport	Quel temps fait-il? (Weather)  Chez Moi (My Home)	As-tu un animal ? (Do You Have a Pet?)  Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)		
	In my town  Seasons	Les Vetements (The Clothes)  Les Habitats (Habitats)	Les Romains (Romans)  Les Jeux olympiques (The Olympic Games)		



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<p>PE</p> <p>KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team.</p>	Fundamentals Athletics Gymnastics (12 weeks)	Fitness Athletics Dance (6 week) Gymnastics (6 week)	Fundamentals (adaptation task option) Athletics Gymnastics Dance (6 weeks)	Fitness Athletics Dance (6 week) Gymnastics (6 week)	OAA Athletics Dance (6 week) Gymnastics (6 week)
	Dance (12 weeks) Yoga	Dance (following 6 week) Gymnastics (following 6 week) Handball Netball	Dance (following 6 weeks) Yoga Cricket Dodgeball	Dance (following 6 week) Gymnastics (following 6 week) Handball	Dance (following 6 week) Yoga Cricket Dodgeball
	Rounders Golf Football Swimming	Hockey Tag Rugby Tennis Swimming	Rounders Golf Football Basketball	Hockey Tag rugby Tennis OAA	Rounders Golf Football Basketball
Computing	Year 3 1.Book creator 2.Branching databases	Year 5 1.Systems and searching (computer systems) 2.Video editing	Year 4 1.The internet (computer systems) 2.Audio editing	Year 5 1.Systems and searching (computer systems) 2.Video editing	Year 6 1.Communication and collaboration (computer systems)



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					2. 3D modelling
	3.Connecting computers 4.Animation	3.Vector drawing 4.Flat-base databases (data information)	3.Data logging 4. photo editing	3.Vector drawing 4.Flat-base databases (data information)	3. Web page creation 4. Spread sheets
	5.Sequence in music (programming A) 6.Events and actions (programming B)	5. Selection with microbits (programming A) 6. Selection in quizzes (programming B)	5. Repetition in shapes with Scratch (programming A) 6. Repetition in games (programming B)	5. Selection with microbits (programming A) 6. Selection in quizzes (programming B)	5. Variables in games (programming A) 6. Microbits – get active (programming B)
PSHE	SCARF curriculum 1. Me and my relationships 2. Valuing difference 3. Keeping Safe 4. Rights and respects 5. Being my best 6. Growing and changing	SCARF curriculum 1. Me and my relationships 2. Valuing difference 3. Keeping Safe 4. Rights and respects 5. Being my best 6. Growing and changing	SCARF curriculum 1. Me and my relationships 2. Valuing difference 3. Keeping Safe 4. Rights and respects 5. Being my best 6. Growing and changing	SCARF curriculum 1. Me and my relationships 2. Valuing difference 3. Keeping Safe 4. Rights and respects 5. Being my best 6. Growing and changing	SCARF curriculum 1. Me and my relationships 2. Valuing difference 3. Keeping Safe 4. Rights and respects 5. Being my best 6. Growing and changing
Personal Development	I: Explorer Dome- Science	O: Cheddar Gorge	I: Explorer Dome - Space	O: Cheddar Gorge	I: Explorer Dome - space
	O: Hall for Cornwall	I: Explorer Dome - Sound	O: Minack Theatre	I: Explorer Dome - light	O: Minack Theatre
	I: South West Water	I: Cornwall Heritage trust (mining)	I: Circus Skills	I: Cornwall heritage trust (mining)	I: Circus Skills
	O: Truro Museum Ancient Egypt- Tales from the Tomb	O: Nancarrow Farm (conservation)	O: Nancarrow Farm (reproduction and gestation periods)	O: Nancarrow Farm	O: Nancarrow Farm
	I: RNLI - emergency services	I: RNLI – emergency services	I: HSBC - economics	I: RNLI - emergency services	I: STEM- engineering
	O: Carnyorth Camp	O: Residentials Y4 - Adventure Oakhampton Y5 - Bristol	O: Residentials Y4 - Adventure Oakhampton Y5 - Bristol	O: Residentials Y5 – Bristol Y6 – Isles of Scilly	O: Residentials Y5 – Bristol Y6 -Isles of Scilly