



**Cornerstone Schools
Four Year Rolling Curriculum**



	Autumn	Spring	Summer
Year A 2021/22	The Americas (Mayan civilisation, rainforest) Learning Question: KS1: Why is the Rainforest important to us? KS2: Who are the Americans?	Local History: Richmond (Castles KS1) Learning Question KS1: Why was a castle built in Richmond? KS2: Our village is small, but what big things have happened here?	Food Glorious Food The Romans Learning Question: KS1 Can we grow our own healthy lunch? KS2: What did the Romans ever do for us?
Year B 2022/23	We could be Heroes Learning Question: KS1: How is my life different to children in the UK in the 1930's and beyond? KS2: Who were the heroes of the early 20 th century?	Frozen Lands Learning Question: KS1: How do animals survive in the North and South Pole? KS2: How can we protect The World's frozen lands?	Outer Space Learning Question: KS1 What would you take on a journey into space KS2: Could we live on another planet one day?
Year C 2023/24	Art in the Environment Learning Question: KS1: Can we create a special space for reflection and quiet? KS2: How do the arts affect environments?	Stone Age to Iron Age (castles KS1) Learning Question KS1: Why was a castle built in Richmond? KS2: How did we get here and where are we going?	Olympics/ our Earth Ancient Greece Learning Question KS1: Can we grow our own healthy lunch? KS2: Did the Ancient Greeks change the world for the better?
Year D 2024/25	African Adventure Learning Question: KS: How do animals survive under the African sun? KS2: What mysteries and surprises does Africa hold?	The United Kingdom Learning Question: KS1: How is my life different to children in the UK in the 1930's and beyond? KS2: How does diversity enrich the lives of people in the United Kingdom?	Holy Island - Vikings/ Anglo Saxons-1066 Learning question KS1: What would you take with you to a Desert Island? KS2: Why is Lindisfarne a Holy island?

To run as themes through the curriculum:

- 1: Opening up horizons - multi cultural awareness - celebrating diversity (Consider pupils' leadership in terms of equality and diversity)
- 2: Challenging comfortable complacency with a focus on courageous advocacy (challenging injustice)
- 3: Developing the whole child, with a focus on resilience, perseverance, self esteem and mental well-being
- 4: Challenging things learned, and being challenged by these things, supported by intentional questioning. (This is a key aspect of Understanding Christianity which can contribute across the curriculum – use of 'question ambassadors').



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Year A 2021-2022	The Americas	Local History- Richmond Castles (KS1)	Food Glorious Food
	<p>Learning Question: KS1: Why is the Rainforest important to us? KS2: Who are the Americans?</p>	<p>Learning Question KS1: Why was a castle built in Richmond? KS2: How has Richmond changed in the last 1000 years? What has stayed the same?</p>	<p>Learning Question: KS1 Can we grow our own healthy lunch? KS2: What did the Romans ever do for us?</p>
Science	<p>KS1 Living things and their habitats (Y2) Compare with less familiar habitat of rainforest & Seasonal Change (Summer to Autumn)</p> <p>Y3/4 plants Y3 (inc rainforest plants/flowers/trees) & Living things and their habitats Y4 (local habitat/ rainforest (frozen lands next yr)- deforestation</p> <p>Y5/6 living things and their habitats (Y5&6)</p>	<p>KS1 Plants (Y1) & Seasonal change (winter to spring)</p> <p>Y3/4 rocks Y3 & sound Y4</p> <p>Y5/6 Evolution and inheritance Y6</p>	<p>KS1 Animals including humans (human body only Y1 senses) & Plants Y2 – grow food Seasonal change (spring to summer)</p> <p>Y3/4 Animals including humans Y3 & Y4</p> <p>Y5/6 Animals including humans Y5&6</p>
History	<p>KS1 Significant individuals: Was Christopher Columbus the first American? Rosa Parks, Martin Luther King</p> <p>KS2 Mayan civilisation Black history/ slave trade</p>	<p>KS1: Significant historical events people and places in their own community</p> <p>KS2: Local History Study – History of Richmond A study over time tracing how several aspects of National History are reflected in the locality</p>	<p>KS1: Boudica</p> <p>KS2: The legacy and impact of the Romans</p>
Geog	<p>KS1 Locational knowledge Name and locate the world's seven continents and five oceans. Geographical skills Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Place Knowledge: Compare an area of South America with region of the UK KS2 1)locate North and South America on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>KS1 Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>KS2 Geographical skills and fieldwork: Observe measure and record the human and physical features in the local area</p>	<p>KS1 Geographical skills: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop KS2 human geography roman settlements/land use</p>



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	<p>2)Physical geography: climate zones, biomes and vegetation belts, rivers, mountains,</p> <p>3)Compare a region of North or South America with a region of the UK</p>	<p>Use eight points of compass and six figure grid references, OS symbols and keys to build their knowledge of UK and wider world</p>	
RE	<p>KS1 F4. Being special: where do we belong? Who am I? What does it mean to belong? Why does Christmas matter to Christians? KS2 Trinity/Incarnation How can following God bring freedom and justice?</p>	<p>KS1 What do Christians believe God is like? Why do Christians put a cross in an Easter garden? KS2 What does it mean to be a Hindu in Britain today? What difference does the resurrection make for Christians? U2.2 Creation and science: conflicting or complementary?</p>	<p>KS1 Gospel 1.4 What is the good news that Jesus brings? Who is Muslim and what do they believe? KS2 How and why do believers show their commitments during the journey of life? (Christians, Hindus or Sikhs) Why is the word 'God' so important to Christians?</p>
<p>Computing (Cycle A) Online safety to be woven throughout.</p>	<p>Y1/2 Technology around us (Computers and Networks) and Robot algorithms (Programming) Y3/4 Connecting Computers (Computers and Networks) and Programming Rapid Router (Programming) Y5/6 Communication (Computers and Networks) and Scratch (Programming)</p>	<p>Y1/2 Digital painting (Creating Media) and An introduction to quizzes (Programming) Y3/4 Stop Frame Animation (Creating Media) and Kodu (Programming) Y5/6 Vector Drawing (Creating Media) and Spreadsheets (Data & Information)</p>	<p>Y1/2 Pictograms (Data & Information) and Making Music (Creating Media) Y3/4 Branching Databases (Data & Information) and Scratch (Programming) Y5/6 Sensing (Programming) and Video Editing (Creating Media)</p>
<p>DT (Second half term opposite Art)</p>	<p>Design and make a rainforest reading corner for the school; KS1 – Mechanisms- Animals with moving parts (sliders and levers) KS2-electrical systems – Animals with LED eyes – simple circuits</p>	<p>KS1 Mechanisms Design and build a chariot (wheels and axles) KS2 Mechanisms Design and build a castle with working drawbridge (pulleys, gears, levers)</p>	<p>Principles of a varied and healthy diet. KS1 – Food (Link with Science) –preparing Fruit and vegetables KS2 – Food-Y3/4 healthy and varied diet Y5/6- celebrating culture and seasonality End Term with a Roman Day – Whole School Picnic with food and goods they have grown/prepared</p>
Music	<p>KS1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen and respond to Music of latin America KS2: Brass lessons Use and understand staff and other musical notations</p>	<p>KS1: Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically KS2: Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>KS1: Experiment with, create, select and combine sounds KS2 Play and perform in ensemble contexts</p>
Art and Design	<p>KS1: 'Autumn' (Y2 Unit 1) KS2: 'Down in the Jungle' – rainforest, animals and camouflage.</p>	<p>KS1: 'Toys' (Y1 Unit 5) KS2: 'From here to there' – life histories, story-telling, line and texture, symbols.</p>	<p>KS1: 'Colour and Expression' (Y2 Unit 2) KS2:</p>



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			'Looking at Things Differently' – perspectives, observations, aerial photography, using maps to form designs.
French (KS1)	Greetings/introductions Numbers to 10, Christmas	Animals Easter	Colours Food
French (KS2)	Les monstres (Autumn 1) Les portraits (Autumn 2)	Au marché (Spring 1) Au café (Spring 2)	Tutti frutti (Summer 1) Le petit déjeuner (Summer 2)
PSHE/RSE	KS1: Families and Relationships Health and well-being KS2: Families and Relationships Health and well-being	KS1: Safety and Changing Body Citizenship KS2: Safety and Changing Body Citizenship	KS1: Economic well-being Transition KS2: Families and Relationships Safety and Changing Body
English Texts and Topic Books	EYFS: This is not my hat – Jon Klassen KS1: The Invisible Child – Tove Jansson KS2: The Miraculous Journey of Edward Tulane – Kate Dicamillo Holes –	EYFS: Jack and the beanstalk Rapunzel The paper bag princess George and the dragon KS1: Jim and the beanstalk KS2: Alice in Wonderland – (Lewis Carroll Richmond) The Legend of Podkin One Ear	EYFS: I will never eat a tomato – Lauren Child KS1: George's Marvellous Medicine – Roald Dahl KS2:
PE	KS1: Multi-Skills KS2: Invasion games: Netball and football Sports Hall Athletics	KS1: Dance Gymnastics KS2: Invasion games: Hockey Net and wall games: Indoor tennis and dodgeball	KS1: Athletics (KS1 Fun Run) Quad Kids KS2: Striking and fielding games: Cricket and rounders Quad Kids
Opening up horizons		Alumni project	
Courageous advocacy	Global citizenship award	Global citizenship award	Global citizenship award
Whole child	Forest Schools Crucial crew		
Intentional questioning	COP26		



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	Autumn	Spring	Summer
Year B 2022-2023	We could be Heroes Learning Question: KS1: How is my life different to children in the UK in the 1930's and beyond? KS2: Who were the heroes of the early 20 th century?	Frozen Lands Learning Question: KS1: How do animals survive in the North and South Pole? KS2: How can we protect The World's frozen lands?	Outer Space Learning Question: KS1 What would you take on a journey into space KS2: Could we live on another planet one day?
Science	KS1 Everyday Materials (Y1 & Y2) Y3/4 Light Y3 & Electricity Y4 Y5/6 Electricity & Light Y6	KS1 Animals Inc humans (Y1) name animals of the arctic, carnivores, omnivores, herbivores (Y2) (animals) Y3/4 states of matter Y4 – heating cooling, water cycle, living things and their habitats Y5/6 properties of materials Y5	KS1 Animals including humans Y2 (humans) Y3/4, Y5/6 All together forces and magnets (Y3) Earth and space & forces (Y5/6)
History	KS1: How is my life different to children in the 1930's Changes within living memory – Remembrance KS2: Significant turning point in British History WW11	KS1: Changes beyond living memory: Great Fire of London Titanic KS2:	KS1: Significant individuals: Neil Armstrong, Florence Nightingale, Grace Darling, LS Lowry KS2: <i>History of space travel</i>
Geog	KS1: Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KS2 Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia)-concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	KS1: Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical – identify seasonal and daily weather patterns, UK, hot, cold climates equator, North South Poles KS2 Human and Physical geography: Glaciers, land formation over time. KS2 Locational knowledge: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	KS1: key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather KS2 Locational knowledge: the Prime/Greenwich Meridian and time zones (including day and night)
RE	1.1 KS1 Judaism Who is Jewish and how do they live?	KS1 What is the good news that Jesus brings?	KS1 Who made the World? Why does Easter Matter to Christians?



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	<p>FS Why do Christians perform nativity plays at Christmas? KS2 Judaism 2b.10 What does it mean for a Jewish person to follow God? What is the Trinity?</p>	<p>How should we care for the world for others, and why does it matter? KS2 What would Jesus do? How do religions help people live through good times and bad times?</p>	<p>KS2: Why do Christians call the day Jesus died Good Friday? (Y6) What will make our city/town/village a more respectful place?</p>
<p>Computing (Cycle B)</p> <p>Online safety to be woven throughout.</p>	<p>Y1/2 IT around us (Computers & Networks) and Moving a robot (Programming) Y3/4 The Internet (Computers & Networks) and Making an Instrument (Programming) Y5/6 Sharing Information (Computers & Networks) and Coding Crumbles (Programming)</p>	<p>Y1/2 Digital Photography (Creating Media) and Introducing animation (Data & Information) Y3/4 Photo Editing (Creating Media) and Repetition in Shapes (Programming) Y5/6 Web Page Creation (Creating Media) and Flat-file Databases (Data & Information)</p>	<p>Y1/2 Grouping Data (Data & Information) & Digital writing (Creating Media) Y3/4 Data Logging (Data & Information) and Desktop Publishing (Creating Media) Y5/6 3D Modelling (Creating Media) and HTML Coding (Programming)</p>
<p>DT</p>	<p>KS1 – Freestanding structures – create a play area KS2 – Textiles Make do and mend</p>	<p>Textiles – Keeping warm KS1 – Textiles – templates and joining techniques KS2 – Frame structures</p>	<p>KS1 – Food Can we have a dinner party in Space? Food Texture, Heston Blumenthal Tim Peake Stem - Design and make a pudding for an astronaut Stomp rockets KS2 – Individuals who inspire us – Key events in DT – Elon Musk/Richard Branson/Jeff Bezo What would an astronaut eat? dried food, nutritional value</p>
<p>Art and Design</p>	<p>KS1: Seeing Light and Dark (Y1 Unit 4) KS2: The Art of War – Exploring Fear, Lowry, Henry Moore</p>	<p>KS1: Take me to the Beach (Y2 Unit 4 Under the Sea) KS2: Earth, Land, Sea and Sky – drawing inspiration from the wonders of nature.</p>	<p>KS1: 3D Sculpture (Y1 Unit 3) KS2: Technological Wizardry, Futurism and Space Junk Sculptures.</p>
<p>French (KS1)</p>	<p>My family Parts of my body Christmas</p>	<p>Weather Seasons</p>	<p>Transport Easter</p>
<p>French (KS2)</p>	<p>Moi (Autumn 1) Ma Famille (Autumn 2)</p>	<p>Les animaux (Summer 1) Le Carnival des animaux (Summer 2)</p>	<p>La météo (Spring 1) Les destinations (Spring 2)</p>
<p>Music</p>	<p>KS1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen and respond to Music of latin America KS2: Brass lessons Use and understand staff and other musical notations WW2 songs, singing in harmony, round</p>	<p>KS1: Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically KS2: Carnival of the animals</p>	<p>KS1: Experiment with, create, select and combine sounds KS2: Listen with attention and detail. Appreciate and understand HQ live and recorded music Holst the planets</p>



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	Emotions in music		War of the Worlds – music and technology (computing) Writing space songs
PSHE/RSE	KS1: Families and Relationships Health and well-being KS2: Families and relationships Citizenship	KS1: Safety and Changing Body Citizenship KS2: Citizenship Families and Relationships	KS1: Economic well-being Transition KS2: Health and well-being Economic well-being
English Texts and Topic Books	EYFS: Supertato – Sue Hendra Elliot Midnight Superhero – Anne Cottringer KS1: The Lion and The Unicorn – Shirley Hughes Traction Man – Mini Grey KS2: Rose Blanche – Roberto Innocenti Goodnight Mister Tom – Michelle Magorian The Diary of Anne Frank War Game – Michael Foreman Dulce et Decorum Est – Wilfred Owen	EYFS: KS1: KS2:	EYFS: The Marvellous Moon Map – Teras Heapy Aliens Love Underpants – Clare Freedman You Choose in Space – Pippa Gooheart KS1: The Darkest Dark – Chris Hadfield Toys in Space – Mini Grey Beegu – Alexis Deacon Iron Man – Ted Hughes KS2: The Lost Thing – Shaun Tan Curiosity – Marcus Motem The Infinite Lives of Maisie Day The Watchtower – Gary Crew
PE	KS1: Multi-Skills KS2: Invasion games: Netball and football Sports Hall Athletics	KS1: Dance Gymnastics KS2: Invasion games: Hockey Net and wall games: Indoor tennis and dodgeball	KS1: Athletics (KS1 Fun Run) Quad Kids KS2: Striking and fielding games: Cricket and rounders Quad Kids
Opening up horizons	X	X	X
Courageous advocacy	X	X	
Whole child	X	X	
Intentional questioning	X	X	X



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Year C 2023-2024	Art in the Environment	Stone Age to Iron Age (castles KS1)	Olympics/ our Earth Ancient Greece
	Learning Question: KS1: Can we create a special space for reflection and quiet? KS2: How do the arts affect environments?	Learning Question KS1: Why was a castle built in Richmond? KS2: How did we get here and where are we going?	Learning Question KS1: Can we grow our own healthy lunch? KS2: Did the Ancient Greeks change the world for the better?
Science	KS1 Living things and their habitats (Y2) Compare with less familiar habitat in another part of the world (rainforest?) & Seasonal Change (Summer to Autumn) Y3/4 plants Y3 & Living things and their habitats Y4 Y5/6 living things and their habitats (Y5&6)	KS1 Plants (Y1) & Seasonal change (winter to spring) Y3/4 rocks Y3 & sound Y4 Y5/6 Evolution and inheritance Y6	KS1 Animals including humans (human body only) & Plants Y2 – grow food Seasonal change (spring to summer) Y3/4 Animals including humans Y3 & Y4) Y5/6 Animals including humans Y5&6
History	KS1: Significant events, people places in own locality Events beyond living memory: Guy Fawkes KS2: <i>Modernist movement art/music at outbreak of war- Barbara Hepworth</i> <i>Art History</i>	KS1: Changes beyond living memory- Bolton, Middleham, Richmond Castles – local castles KS2: Stone Age to the Iron age	KS1 Olympics – Pierre de Coubertin KS2: 1) Ancient Greece and its influence on the Western world 2) Achievements of the earliest civilisations
Geog	KS1 Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Find a special spot to build a space for quiet and reflection KS2 Geographical skills and fieldwork: Observe measure and record the human and physical features in the local area	KS1 Geographical skills: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Key human features , including: city, town, village, factory, farm, house, office, port, harbour and shop – can they identify why castles were built in these places? KS2 Human and Physical geography: Describe and understand key aspects of rivers and mountains Natural disasters: volcanoes and earthquakes	KS1 Locational knowledge Name and locate the world's seven continents and five oceans. Geographical skills Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage KS2 Geographical skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Place Knowledge: Compare an area of modern day Greece (or other European country) with region of the UK



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	Use eight points of compass and six figure grid references, OS symbols and keys to build their knowledge of UK and wider world		
RE	<p>KS1 F4. Being special: where do we belong? Who am I? What does it mean to belong? Why does Christmas matter to Christians?</p> <p>KS2 What does it mean to be Sikh in Britain today? What are the deeper meanings of festivals? What kind of king is Jesus?</p>	<p>KS1 What do Christians believe God is like? Why do Christians put a cross in an Easter garden?</p> <p>KS2 What did Jesus do to save human beings? (Y5) What do Christians learn from the Creation Story</p>	<p>KS1 Who is Sikh and what do they believe? What makes some places sacred to believers? Why is the word 'God' so important to Christians?</p> <p>KS2 ? When Jesus left, what was the impact of Pentecost? What does it mean if God is holy and loving?</p>
<p>Computing (Cycle A)</p> <p>Online safety to be woven throughout.</p>	<p>Y1/2 Technology around us (Computers and Networks) and Robot algorithms (Programming)</p> <p>Y3/4 Connecting Computers (Computers and Networks) and Programming Rapid Router (Programming)</p> <p>Y5/6 Communication (Computers and Networks) and Scratch (Programming)</p>	<p>Y1/2 Digital painting (Creating Media) and An introduction to quizzes (Programming)</p> <p>Y3/4 Stop Frame Animation (Creating Media) and Kodu (Programming)</p> <p>Y5/6 Vector Drawing (Creating Media) and Spreadsheets (Data & Information)</p>	<p>Y1/2 Pictograms (Data & Information) and Making Music (Creating Media)</p> <p>Y3/4 Branching Databases (Data & Information) and Scratch (Programming)</p> <p>Y5/6 Sensing (Programming) and Video Editing (Creating Media)</p>
DT	<p>Sculpture in the landscape;</p> <p>KS1 – Mechanisms, create a sculpture with moving parts (sliders and levers)</p> <p>KS2 – Exploring Sculptures How does DT fit into our world? Angel of the North/Why was it placed there? Trip to Yorkshire Sculpture Park</p>	<p>KS1 – Mechanisms Wheels and axles</p> <p>KS2 – Why are castles so strong? Design and make a castle door with a lock. How can they be make stronger? Put them to the test...Conduct a castle invasion, who's is the strongest?</p>	<p>KS1 – Principles of a varied and healthy diet. Understand where food comes from?</p> <p>KS1 – Food (Link with Science) –preparing Fruit and vegetables</p> <p>KS2 – Design, make and personalise your toga using materials of choice depending on function and aesthetics. (Make a prototype and put them to the test at a Whole School Greek Day in the penultimate week before evaluating your product)</p>
Art and Design	<p>KS1: Texture (Y1 Unit 9)</p> <p>KS2: 'The Art of Bringing People Together' - textures, architecture, cityscapes, Angel of the North and public/community art</p>	<p>KS1: 'Making your mark' (Y2 Unit 1 Abstract Art)</p> <p>KS2: 'The Writing on the Wall' – mark-making through the ages, cave paintings, calligraphy, graffiti, secrets and runes.</p>	<p>KS1: 'On the Move' (Y2 Unit 6)</p> <p>KS2: 'The Art of Movement' – drawing moving figures, sport, figurative art.</p>
French (KS1)	<p>Greetings/introductions</p> <p>Numbers to 10</p> <p>Christmas</p>	<p>Animals</p> <p>Easter</p>	<p>Colours</p> <p>Food</p>
French (KS2)	<p>Les couleurs (Autumn 1)</p> <p>Les cadeaux (Autumn 2)</p>	<p>On fait la fête (Spring 1)</p> <p>La jungle (Spring 2)</p>	<p>Tour de France (Summer 1)</p> <p>Vive le Sport (Summer 2)</p>



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Music	<p>KS1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes Pictures at an Exhibition – Mussorgsky</p> <p>KS2: Use and understand staff and other musical notations</p>	<p>KS1 Medieval Music KS2 Stone Age/ Early origins, history of music</p>	<p>KS1 Experiment with, create, select and combine sounds KS2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>
PSHE/RSE	<p>KS1: Families and Relationships Health and well-being</p> <p>KS2: Families and Relationships Health and well-being</p>	<p>KS1: Safety and Changing Body Citizenship</p> <p>KS2: Safety and Changing Body Citizenship</p>	<p>KS1: Safety and Changing Body Citizenship</p> <p>KS2: Safety and Changing Body Citizenship</p>
English Texts and Topic Books	<p>EYFS: Superworm – Julia Donaldson Diary of a Worm – Dorin Cronin The Journey – Aaron Becker</p> <p>KS1: Journey – Aaron Becker The Secret Garden – Francis Hodgson Burnett</p> <p>KS2: The Journey – Aaron Becker The Secret Garden – Francis Hodgson Burnett Rooftoppers – Katherine Rundell</p>	<p>EYFS: The Paper Bag Princess – Robert Munsch Small Kight and George and The Royal Chocolate Cake – Ronda Armitage</p> <p>KS1: Tell me a dragon</p> <p>KS2: The Moth Skellig – David Almond The Lost Words Origin of the Species</p>	<p>EYFS: I want my hat back – Jon Klassen</p> <p>KS1: Here we are – notes for living on planet earth – Oliver Jeffers Dear Greenpeace -</p> <p>KS2:</p>
Opening up horizons	*	*	*
Courageous advocacy	*		
Whole child	*		*
Intentional questioning	*	*	



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Year D 2024-25	African Adventure	The United Kingdom	Holy Island - Vikings/ Anglo Saxons-1066
	<p>Learning Question: KS: How do animals survive under the African sun? KS2: What mysteries and surprises does Africa hold?</p>	<p>Learning Question: KS1: How is my life different to children in the UK in the 1930's and beyond? KS2: How does diversity enrich the lives of people in the United Kingdom?</p>	<p>Learning question KS1: What would you take with you to a Desert Island? KS2: Why is Lindisfarne a Holy island?</p>
Science	<p>KS1 Everyday Materials (Y1 & Y2)</p> <p>Y3/4 Light Y3 & Electricity Y4 Y5/6 Electricity & Light Y6</p>	<p>KS1 Animals Inc humans (Y1) name animals of the arctic, carnivores, omnivores, herbivores (Y2) basic needs, offspring Y3/4 states of matter Y4 – heating cooling, water cycle, living things and their habitats Y5/6 properties of materials Y5</p>	<p>KS1 Animals including humans Y2 Y3/4, Y5/6 All together forces and magnets (Y3) Earth and space & forces (Y5/6)</p>
History	<p>KS1 Remembrance KS2 Ancient Egypt</p>	<p>KS1 Events within living memory: Changes over the last 60 years KS2: Britain's settlement by Anglo Saxons and Scots</p>	<p>KS1: Significant individuals in our own locality (Grace Darling) KS2: Viking and Anglo Saxon struggle up to 1066</p>
Geog	<p>KS1 Human and physical – identify seasonal and daily weather patterns, UK, hot, cold climates equator, North South Poles Place Knowledge: Compare an area of Africa with a region of the UK</p> <p>KS2: Human geography (Nile): types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical Geography Climate zones, Biomes and vegetation belts</p>	<p>KS1 Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>KS2 Locational Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>KS1: KS1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Beach study</p> <p>KS2: Fieldwork on land use, geographical features of the landscape, place names Sketch maps, plans, graphs, digital technologies</p>
RE	<p>KS1 Judaism Who is Jewish and how do they live? FS Why do Christians perform nativity plays at Christmas? KS2 What kind of world did Jesus want? Was Jesus the Messiah?</p>	<p>KS1 Who made the World? Why does Easter Matter to Christians? KS2: What is it like to follow God? What does it mean for Muslims to follow God?</p>	<p>KS1 1:9 What makes some places sacred to believers?</p> <p>How should we care for the world for others, and why does it matter? KS2 U2:13 Why is pilgrimage important to some religious believers? (link to Islam) <u>Secular</u> U2.11Why</p>



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			do some people believe in God and some people not? (Christian conversion – link history)
Computing (Cycle B) Online safety to be woven throughout.	Y1/2 IT around us (Computers & Networks) and Moving a robot (Programming) Y3/4 The Internet (Computers & Networks) and Making an Instrument (Programming) Y5/6 Sharing Information (Computers & Networks) and Coding Crumbles (Programming)	Y1/2 Digital Photography (Creating Media) and Introducing animation (Data & Information) Y3/4 Photo Editing (Creating Media) and Repetition in Shapes (Programming) Y5/6 Web Page Creation (Creating Media) and Flat-file Databases (Data & Information)	Y1/2 Grouping Data (Data & Information) & Digital writing (Creating Media) Y3/4 Data Logging (Data & Information) and Desktop Publishing (Creating Media) Y5/6 3D Modelling (Creating Media) and HTML Coding (Programming)
DT	Pyramids; How did they help shape the world? How were they built? Who built them? Theories e.g. aliens KS1 – Textiles KS2 – Build a pyramid and add a working booby trap.	Bridges Whole School trip to Newcastle – Centre for Life/Blinking Eye Bridge KS1 – Design and make a bridge – Strengthening and reinforcing. KS2 – Select constructional materials according to their functional properties to make a more complex bridge structure (taking inspiration from the Blinking Eye)	KS1 – Food – Preparing fruit and vegetables KS2 - Design and make a Viking weapon/tool of choice (Woodwork)
Art and Design	KS1: 'Africa' (Y2 Unit 5) KS2: 'Behind the Mask' – African pattern and decoration, faces, people and masks.	KS1: 'All About Me' (Y1 Unit 2 – Exploring Faces) KS2: 'Who am I? - artistic ideas about identity, portraits, immigration and 'Arrival' by Shaun Tan, surrealism.	KS1: 'Summer and Flowers' (Y1 Unit 6) KS2: The Landscape, Flora and Fauna of Lindisfarne
French (KS1)	My family Parts of my body Christmas	Transport Easter	Weather Seasons
French (KS2)	Vive la temps libres (Autumn 1) Le calendrier des fêtes (Autumn 2)	Cher zoo (Spring 1) À la mode (Spring 2)	Je suis le musician (Summer 1) À la plage (Summer 2)
Music	KS1: experiment with, create and combine sounds - Body percussion KS2: African drumming	KS1 Play untuned instruments musically - Rhythm and pulse KS2:	KS1: use their voices expressively -Sea shanties KS2:
PSHE/RSE	KS1: Families and Relationships Health and well-being	KS1: Safety and Changing Body Citizenship KS2:	KS1: Safety and Changing Body Citizenship KS2:



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	KS2: Families and relationships Citizenship	Safety and Changing Body Citizenship	Safety and Changing Body Citizenship
English Texts and Topic Books	EYFS: Handa's Surprise – Eileen Brown KS1: Lila and the Secret of Rain – David Conwy All Aboard the Bobo Road – Stephen Davies KS2: Journey to Jo-Burg Africa is Not a Country The House With Chicken Legs	EYFS: The Girl and The Dinosaur – Hollie Hughes KS1: The Day the War Came – Nicola Davies The Journey – Francesca Sanna KS2: The Arrival – Shaun Tan Town is By The Sea – Joanne Schwartz The Boy at The Back of The Class – Onjali Rauf	EYFS: KS1: Lighthouse Keeper's Lunch Katie Morag KS2: Beowulf – Michael Morpurgo The Dam – David Almond 1000 Year Old Boy – Ross Welford
Opening up horizons	*	*	*
Courageous advocacy	*	*	*
Whole child	*	*	*
Intentional questioning	*	*	*