

Caradon Primary Curriculum Map Class 1 and Class 2

Cycle A

Primary Curriculum – Class 1 – Stacey Townsend

SMSC Opportunities: *Spiritual Development*, *Moral Development*, *Social Development* and *Cultural Development*.

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read Write Inc/Reading	<p>Daily phonics sessions teaching and reviewing the phase 1, 2 & 3 sounds on a group or 1:1 basis following the RWI phonics program, dependent on cohort.</p> <p><i>End of term Assessment</i></p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within out Literacy Leaf activities each afternoon.</p> <p>Roald Dahl Day (13th Sept) Daily read of the Class Story</p> <p>Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p>	<p>Daily phonics sessions teaching and reviewing the phase 1, 2 & 3 sounds on a group or 1:1 basis following the RWI phonics program, dependent on cohort.</p> <p><i>End of term Assessment</i></p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within out Literacy Leaf activities each afternoon.</p> <p>Daily read of the Class Story</p> <p>Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p><i>Reading assessment for children who are not on RWI Scheme</i></p>	<p>Daily phonics sessions teaching and reviewing the phase 1, 2 & 3 sounds on a group or 1:1 basis following the RWI phonics program, dependent on cohort.</p> <p><i>End of term Assessment</i></p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within out Literacy Leaf activities each afternoon.</p> <p>National Story Telling Week (January) Daily read of the Class Story</p> <p>Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. 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Children then have daily reading using RWI bookbag books and project X reading scheme. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum.</p> <p><i>Reading assessment for children who are not on RWI Scheme</i></p>	<p>Daily phonics sessions teaching and reviewing the phase 1, 2 & 3 sounds on a group or 1:1 basis following the RWI phonics program, dependent on cohort.</p> <p><i>End of term Assessment</i></p> <p>Those finished RWI will read daily to an adult or independently. Discreet and key reading skills of word recognition, comprehension and fluency will also be embedded throughout daily teaching opportunities across the curriculum and within out Literacy Leaf activities each afternoon.</p> <p>Daily read of the Class Story</p> <p>Children will be assessed using a triangular assessment of tools in the form of NGRT, phonics screening and Teacher assessment. 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<p>Literacy Tree Writing Root</p>	<p><i>Magic and Wonder</i> Leon and the Place Between by Angela McAllister Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p> <p><i>Dreams and Curiosity</i> The BFG by Roald Dahl Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p>	<p><i>Disaster Hope and Healing</i> Escape from Pompeii Christina Balit Newspaper reports Setting descriptions, diaries, letters, thought bubbles</p> <p><i>Dreams and curiosity</i> The Tear Thief Carol Ann Duffy Letters of explanation Shared poems, persuasive posters, discussions</p>	<p><i>Magic and Wonder</i> The Heart and the Bottle Oliver Jeffers Own version 'dilemma' narratives Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue</p> <p><i>Confidence and caution</i> The Day I Swapped my Dad for Two Goldfish Neil Gaiman Own version narratives Thought bubbles, missing scenes, diaries</p>	<p><i>Confidence and Caution</i> Jim, A Cautionary Tale Hilaire Belloc Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology</p> <p><i>Dreams and curiosity</i> The Tin Forest Helen Ward Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p>	<p><i>Confidence and Caution</i> Our Tower Joseph Coelho Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks</p> <p><i>Mystery to Discovery</i> Flotsam David Wiesner Sequels (mystery narratives) Postcards, setting descriptions, nonchronological reports, message in a bottle letters</p>	<p><i>Overcoming adversity</i> Cloud Tea Monkeys Mal Peet & Elspeth Graham Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions</p> <p><i>Overcoming Diversity</i> Black Dog Levi Pinfold Own version 'suspense' narratives Postcards, dialogue, retellings, descriptions</p>
<p>Literacy Tree Literacy Leaf</p>	<p><i>Magic and Wonder</i> The Lost Spells by Robert MacFarlane</p> <p><i>Dreams and Curiosity</i> The BFG by Roald Dahl</p>	<p><i>Disaster, hope and Healing</i> Earth Shattering Events Robin Jacobs</p> <p><i>Magic and wonder</i> Arthur and the Golden Rope Joe Todd Stanton</p>	<p><i>Confidence and caution</i> Fortunately, the Milk Neil Gaiman</p> <p><i>Mystery to discovery</i> Mr Penguin and the Lost Treasure Alex T. Smith</p>	<p><i>Dreams and curiosity</i> New and Collected Poems for Children Carol Ann Duffy</p> <p><i>Disaster hope and healing</i> The Pied Piper of Hamelin Robert Browning</p>	<p><i>Confidence and caution</i> A Necklace of Raindrops Joan Aiken</p> <p><i>Mystery to discovery</i> I am the Seed that Grew the Tree Fiona Waters</p>	<p><i>Overcoming adversity</i> Africa, Amazing Africa Atinuke</p> <p><i>Overcoming adversity</i> Old Possum's Book of Practical Cats T. S. Eliot</p>
<p>Handwriting</p>	<p>Differentiated teaching within writing time: Letter formation, sizing, legibility, speed, pre cursive, cursive. Using RWI scheme for letter formation for both pre cursive and cursive letter formation. RWI sight and red words, as well as Spellings to be incorporated within handwriting.</p> <p><i>Spelling Assessment conducted at the end of each term using SWST Assessment.</i></p>					
<p>Maths</p>	<p>White Rose Maths <i>Baseline/New Year Assessment</i></p> <p>Yr2, 3 & 4: Number – Place Value Number - Addition and subtraction Consolidation</p> <p>At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.</p>	<p>White Rose Maths</p> <p>Yr2, 3 & 4: Number - Addition and subtraction Number - Multiplication and division Consolidation</p> <p>At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.</p>	<p>White Rose Maths <i>End of Autumn Term Assessment</i></p> <p>Yr2, 3 & 4: Number – Decimals and percentage Measurement – Money Data - Statistics Consolidation</p> <p>At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.</p>	<p>White Rose Maths</p> <p>Yr2, 3 & 4: Data – Statistics Measurement – Length & Perimeter Number - Fractions Consolidation</p> <p>At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.</p>	<p>White Rose Maths <i>End of Spring Term Assessment</i></p> <p>Yr2, 3 & 4: Number- Fractions Measurement – Time Geometry – Properties of Shape Consolidation</p> <p>At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.</p>	<p>White Rose Maths <i>End of Summer Term Assessment</i></p> <p>Yr2, 3 & 4: Measurement – Weight & Volume Problem solving Consolidation</p> <p>At the beginning of each unit, a short unit baseline assessment will be conducted to show the children's prior understanding and identify any gaps within their knowledge.</p>

<p>Science</p>	<p>States of Matter LK2 – Y4 Why does it Rain?</p> <p>States of matter Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled • measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Sound LK2 – Y4 Listen Up!</p> <p>Sound Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<p>Animals including Humans: Digestion and Food Kapow – LKS2</p> <p>Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.</p>	<p>Electricity: Electricity and circuits Kapow – LK2</p> <p>Exploring appliances in their setting that use electricity, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of cells and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety.</p>	<p>Living things and their Habitats Kapow – LK2</p> <p>This unit will be available from 12th April 2024 on Kapow</p>	<p>Materials: Rocks and soils Kapow – LK2</p> <p>Observing the appearance and physical properties of rocks, children compare and group different rock samples. They learn about how fossils and soils are formed and record soil drainage rates in a bar chart.</p>
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<p>History</p>	<p>WW2 Britain <i>What life was like in Britain during World War 2.</i></p> <p>Understand what the Blitz was during WW2</p> <p>How WWII began;</p> <p>The impact of The Blitz had on the south west, in particularly Cornwall.</p> <p>Understanding of what life was like as an evacuee.</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>		<p><i>Would you prefer to live in the Stone, Iron or Bronze age?</i> Kapow - LK2</p> <p>Looking at the chronology of mankind, children are introduced to Britain’s story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>		<p>How hard was it to invade and settle in Britain? Kapow - LK2</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p> <p>Spiritual Development Moral Development Social Development Cultural Development</p>	
<p>Geography</p>		<p>Angry Earth!</p> <p>Describe and understand key aspects of physical geography, Earthquakes and volcanoes,</p> <p>Cultural Development</p>		<p>Why are the rainforests important to us? Kapow - LK2</p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon’s resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p> <p>Cultural Development</p>		<p>Where does our food come from? Kapow – LK2</p> <p>Looking at the distribution of the world’s biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d’Ivoire and cocoa beans; exploring where the food for the children’s school dinners comes from and the argument of ‘local versus global’.</p> <p>Cultural Development</p>
<p>Art</p>	<p>Primary, secondary colours. To use a range of techniques to create a WW2 Blitz Silhouette picture.</p> <p>Develop an understanding surrounding Primary and Secondary colours.</p>	<p>Andy Warhol – Pop art</p> <p>To study the great artist of Andy Warhol and create their own Andy Warhol pop art inspired Christmas cards.</p> <p>(Linked to RE)</p>	<p>Painting and mixed media: Prehistoric paintings Kapow - LK2</p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade</p>		<p>Sculpture and 3D: Abstract shape and space Kapow - LK2</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of</p>	

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	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal and paint to create a WW2 Blitz silhouette picture (Link to History)		paints and playing with scale to paint on a range of surfaces		materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.	
Design and Technology	Anderson Shelters and Gas Masks Create an Anderson shelter or Gas mask for a child evacuee (Linked to History)	Erupting Volcanoes To use a range of skills to design and create an erupting volcano. (Linked to Geography and Science)		Digital world: Wearing technology Kapow - LK2 An alternative to the Electronic charm unit, including a greater focus on evaluation, use of the virtual micro:bit and new video content.		Cooking and nutrition: Eating seasonally Kapow - LK2 Refreshed Y3 cooking and nutrition unit including opportunities for children to learn about seasonal foods and create a seasonal food tart.
Music	Let Your Spirit Fly Style: R&B, Western Classical, Musicals, Motown, Soul Topic and cross-curricular links: Historical context of musical styles. Links to other units: There Was A Monkey - Britten - KS2/ages 7-11 (see Freestyle) Pitches, Tones, and sounds. To create different sounds, pitches and tones using a variety of instruments. (Link to Science – Listen up!)	Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross-curricular links: Introduction to the language of music, theory and composition. Links to other units: Glockenspiel Stage 2 - KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units.	Body and tuned Percussions: Rainforests Kapow – LK2 A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.		Rock and Roll Kapow – LK2 Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	
Computing				Online Safety Kapow – LK2 Learning about online safety: ‘fake news’, privacy settings, ways to deal with upsetting online content, protecting our personal information on social media.		Programming: Scratch Kapow – LK2 Building on the use of the ‘ScratchJr’ application in Year 2, progressing to using the more advanced application called ‘Scratch’, learning to use repetition or ‘loops’ and building upon skills to program an animation, a story and a game.
Assembly Focus	Everyone can learn My brain is like a muscle That grows I am a valued member of this learning community We love challenge Black History month Anti-Bullying Week		Feedback is a Gift-Accept it! A goal without a plan is just a wish Mistakes are opportunities for learning There’s a difference between not knowing and not knowing yet! New Year World Religion Day – 17.01.2022		I got this! I can’t take care of others if I don’t take care of myself A new day is a new opportunity to grow Downs Syndrome Awareness Ramadan –12 April 2022	

	<p>Remembrance Day Children in Need Bonfire Night Advent/Christmas Diwali – 14.11.2021</p> <p><i>See Medium and weekly plans for in depth planning of delivery</i> <i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>Shrove Tuesday - 01.03.2022 Mental Health Week – 01.02.2022 Safer internet Day – 08.02.2022 Chinese New Year -Feb 2022 Random Acts of Kindness Week – 14.02.2022 Lent – 17.02 - 29.03.2022 World Book Day – 03.03.2022 Mother's Day – 14.03.2022 Holi – 17.03.2022 Red Nose Day – 19.03.2022 Passover – 22.03.2022 Palm Sunday – 10.04.2022</p> <p><i>See Medium and weekly plans for in depth planning of delivery</i> <i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>World Earth Day - Eid – 12.05.2022 Mental Health awareness Week RSE Day 2022 – 24.06.2022</p> <p><i>See Medium and weekly plans for in depth planning of delivery</i> <i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>
RE	<p>A Weekly assembly focus highlighted above will allow students to gain opportunities for learning and understanding of world religions. Every Half term we will also collapse our curriculum and have a Religious Education Celebration day where the children will have the opportunity to be immersed within a religious celebration.</p>		
	<p>What makes us human? Kapow – LK2</p> <p>Children interpret and use art to express beliefs about spirituality, inner self and the soul. They also design the cover and blurb for a book titled ' What makes us human?'. </p>	<p>Is scripture central to religion? Kapow - LK2</p> <p>Reflecting on what revelation means to some people; exploring the significance of some scriptures from the way they are treated and used by some people.</p>	<p>What makes some texts sacred? Kapow – LK2</p> <p>Building on enquiry about the place of scripture in Year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.</p>
	<p>Hinduism - Diwali Christianity - Advent and Christmas 'Do all religions celebrate Christmas?' <i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>Christianity – Shrove Tuesday Palm Sunday Judaism – Passover and Palm Sunday Hinduism – Holi <i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>	<p>Islam – Ramadan Eid Sikhism – Teaching of the Gurus (June 16th Celebrations of the 5th Guru) RSE Day 2022 <i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>
World Around Us!	<p>Daily Newsround</p> <p>Every day following breaktime the children will have the opportunity to watch the daily episode of Newsround in order to learn about the day's main headlines from around the world. Following watch this, as a whole class activity the children will then have the opportunity to discuss the content of what they have just watched, ask and have answered any questions which may of arose from the content of the days news and where applicable opportunities to research and explore further any areas of interest.</p> <p><i>Spiritual Development, Moral Development, Social Development and Cultural Development</i></p>		

<p>PSHE and SRE 1 Decision Program.</p>	<p>5-8 Module Titles Keeping/Staying Safe – KSS Baseline Assessment Leaning Out of Windows (5-8) Staying Safe (5-8) Summative Assessment (5-8) 8-11 Module Titles Keeping/Staying Safe – KSS Baseline Assessment Cycle Safety (8-11)</p> <p>5-8 Module Titles Keeping/Staying Healthy – KSH Baseline Assessment Medicine (5-8) Summative Assessment (5-8) 8-11 Module Titles Keeping/Staying Healthy – KSH Baseline Assessment Healthy Living (8-11)</p> <p>5-8 Module Titles Relationships – REL Baseline Assessment Touch (5-8) Summative Assessment (5-8) 8-11 Module Titles Growing and Changing – GAC Baseline Assessment Appropriate Touch (8-11)</p>	<p>5-8 Module Titles Being Responsible – BR Baseline Assessment Stealing (5-8) Summative Assessment (5-8) 8-11 Module Titles Being Responsible – BR Baseline Assessment Coming Home on Time (8-11)</p> <p>5-8 Module Titles Feelings and Emotions – FAE Baseline Assessment Grief (5-8) Summative Assessment (5-8) 8-11 Module Titles Feelings and Emotions – FAE Baseline Assessment Jealousy (8-11)</p> <p>5-8 Module Titles Computer Safety – CS Baseline Assessment Computer Safety Documentary (5-8) Making Friends Online (5-8) Summative Assessment (5-8) 8-11 Module Titles Computer Safety – CS Baseline Assessment Online Bullying (8-11)</p>	<p>5-8 Module Titles Our World – OW Baseline Assessment Working in Our World (5-8) Looking After Our World (5-8) Summative Assessment (5-8) 8-11 Module Titles The Working World – TWW Baseline Assessment Chores at Home (8-11)</p> <p>5-8 Module Titles Hazard Watch – HW Baseline Assessment Is it safe to eat or drink? (5-8) Is it safe to play with? (5-8) Summative Assessment (5-8) 8-11 Module Titles A World without Judgement – AWWJ Baseline Assessment Breaking Down Barriers (8-11)</p> <p>5-8 Module Titles Fire Safety (Special Module) – FS Special Baseline Assessment Texting Whilst Driving (5-8) Enya and Deedee Visit the Fire Station (5-8) Summative Assessment (5-8) 8-11 Module Titles First Aid (Special Module) Baseline Assessment First Aid Year 4 (8-11)</p>
<p>Lower Key Stage 2 will be following the 1 decision's Program for Years 3-4 that covers aspects from the 5-8 year old modules and 8-11 year old modules. However, if during the completion of the baseline assessment at the start of the 5-8 year old modules shows gaps within the children's understanding, then we will adjust the delivery of the program and re-visit the taught sessions designed for year 1 and 2 in order to bridge the gaps within their understanding.</p>			

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PE	Use running, jumping, throwing and catching in isolation and in combination 1 PE teacher led session per week Social Development	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 1 PE teacher led session per week Social Development	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics. 1 PE teacher led session per week Social Development	Perform dances using a range of movement patterns 1 PE teacher led session per week Social Development	Swimming Sessions (once per week) following National swim award differentiated lessons Take part in outdoor and adventurous activity challenges both individually and within a team 1 PE teacher led session per week Social Development	Swimming Sessions (once per week) following National swim award differentiated lessons Compare their performances with previous ones and demonstrate improvement to achieve their personal best 1 PE teacher led session per week Social Development
Forest School	How to be safe in the woods. How to use the equipment correctly. Social Development	Campfire safety. How to light a fire adult led and supported. Simple Cooking on an open fire. Woodland scavenger hunt. Den building. Social Development	Basic Knot tying and linking with further den building. Exploration of woodland Scavenger Hunt Tracking and searching wildlife. Social Development	Building simple dens Building rope swings Assisting adults with cutting and splitting wood. Gathering resources needed for fire building. Beginning to cook more complex food Social Development	Map reading Orienteering Treasure hunts Team building games More specialised work with wildlife – e.g. twig traps to track animals Social Development	Pond dipping Gathering natural materials (resources for art, firewood etc.) Building a fire for purpose – cooking, keeping warm etc. Building more complex objects – e.g. making wooden mallets or Shelter building Social Development
Growth Mind-set lesson	Year 1 Lesson 1: I give up! Lesson 2: Strictly can't dance Lesson 3: Grow grow grow your brain Social Development Moral Development	Year 1 Lesson 4: Soaking up the learning Lesson 5: Super snails – power of perseverance Lesson 6: Super snails setting challenges Social Development Moral Development	Year 2: Lesson 1: Playing teacher Lesson 2: Oh No! I've made a mistake Lesson 3: Girls can't do that, dream big! Social Development Moral Development	Year 2: Lesson 4: Super effort Lesson 5: Challenge mountains Lesson 6: Ding Dong! How much Effort Social Development Moral Development	Year 3: Lesson 1: On the high wire Lesson 2: Firing neurons Lesson 3: Born to be Social Development Moral Development	Year 3: Lesson 4: Mistakes that worked Lesson 5: Challenge mountains Lesson 6: Never Give up Social Development Moral Development
Zones of Regulation lesson	Lesson 1: Creating Wall Posters for the Zones Lesson 2: Zones Bingo Lesson 3: The Zones in Video Social Development Moral Development	Lesson 4: The Zones in Me Lesson 5: Understanding Different Perspectives Lesson 6: Me in my Zones Social Development Moral Development	Lesson 7: How Do I feel Lesson 8: The Zones across the day Lesson 9: Caution! Triggers Ahead Social Development Moral Development	Lesson 10: Exploring Sensory Support Tools Lesson 11: Exploring Tools for calming Lesson 12: Exploring tools – Thinking Strategies Social Development Moral Development	Lesson 13: The Tool-Box Lesson 14: When to Use Yellow Zone Tools Lesson 15: Stop and Use a Tool Social Development Moral Development	Lesson 16: Tracking my Tools Lesson 17: Stop, Opt and Go Lesson 18: Celebrating the Use of my Tools Social Development Moral Development

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Social Skills and life skills

Interventions as and when students require it
Daily check ins with each student on arrival
Friday interventions: 5 students to Barappa farm in Spring term. Students in the class do bespoke interventions around area of need.
Lego Therapy
Board Games turn taking skills
Life skills
Social skills
TIS interventions 1:1
Self-esteem building
Team building
Music
Art
D&T
Life skills incorporated into outdoor education, cross curricular for example:
Cooking
Shopping
Interacting with community
Emergency services

Spiritual Development
Cultural Development
Social Development
Moral Development