



Children's Wider Development and Learning Enhancement – Year B

Year B		Autumn	Spring	Summer
Carn Brea (EYFS/Reception) (same as Year A)	Topic	Superheroes Assemble	Let's Crawl	On the Move
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Invite 'people who help us' into class to talk about their jobs (firefighters, nurses, soldiers etc) 2. Autumn walk 3. Trip to Tolvaddon fire station 	<ol style="list-style-type: none"> 1. Hatch butterflies (during summer term) 2. Minibeast hands on experience 3. Trip to Newquay zoo 4. Spring walk 5. Planting bulbs and seeds 6. Baby visit- bathing and care 	<ol style="list-style-type: none"> 1. Train ride to the beach 2. RNLI talk 3. Summer walk 4. Vehicle visits (tractor, 4X4 vintage cars) 5. Trip to Richard Trevithick cottage
	Why we do it now...	<ol style="list-style-type: none"> 1. Children learn about different occupations and people who help us within our local community. 2. Observe seasonal changes in the local environment 3. Children learn about the role of a firefighter and observe it in real life. 	<ol style="list-style-type: none"> 1. Ducklings are born in the spring. Partnership with local company Incredible Eggs who can supply eggs in the spring term. Leads into children hatching tadpoles in KS1 and learning about reproduction and what animals need to survive in KS2. 2. Talk for Writing focus story is The Very Hungry Caterpillar. 3. Children learn about the bodies, life cycles and habitats of less typical minibeasts such as millipedes and stick insects 4. Links to plants and how they grow. Children learn which fruits and vegetables grow on the farm and how. Habitats of farm animals. 5. Observe seasonal changes in the local environment 	<ol style="list-style-type: none"> 1. Children go on a journey. They travel on a train after learning about transport in detail. Visit to beach, a special feature of Cornwall. Cross curricular- photos would be taken to create abstract seascape picture in style of focus artist, Tracy Hunter. 2. Observe seasonal changes in the local environment 3. Children have real life experiences of vehicles. 4. Children Understand local history and Trevithick day.
	Any potential misconceptions to tackle...	<ol style="list-style-type: none"> 1. Not all 'superheroes' wear capes. 2. 'People who help us' are there to protect us, they are not people to be afraid of. 3. That most roles are male roles 	<ol style="list-style-type: none"> 1. All animals that are born live. 2. You can find all minibeasts in your back garden. 3. That minibeasts are scary. 	<ol style="list-style-type: none"> 1. Cultures and stereotypes- the world beyond Cornwall 2. All people speak English. 3. Everyone lives near a beach 4. That vehicles have always been here.
	Personal development opportunities More than School...	Children have ideas of what job they would like when they are older. Gain respect for 'people who help us' and how they protect us and our community.	Learning how to care for a living creature. Gentle hands. Understanding that not all animals survive. Dealing with death and loss.	Respecting differences. Learning about how and where other people live. Learning about local history and buildings.
Godolphin (Year 1/2)	Topic	Down in the Jungle	Out of this World	Dinosaurs and Discovery
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Visit Newquay Zoo. 2. Tasting rainforest grown produce. 3. Children will open their own rainforest café. They will make smoothies and design their own packaging/ advertising. 	<ol style="list-style-type: none"> 1. Space dome visit 2. Visit from Spaceport Cornwall- recent launch from Cornwall. 3. Children will design, make and evaluate a space robot. 	<ol style="list-style-type: none"> 1. Squash Box Theatre visit. 2. Dino4hire visit.
	Why we do it now...	<ol style="list-style-type: none"> 1. This topic focuses on Rainforest animals. This trip will give children the opportunity to see some real-life rainforest animals which they may not have seen before. 2. Children will gain an understanding of where we get some of our food products from and will 	<ol style="list-style-type: none"> 1. In the EYFS children observe and discuss the world around them, this topic teaches children that the universe extends beyond our planet and where we live. 2. There was a space launch from Cornwall in January 2023 which is recent and 	<ol style="list-style-type: none"> 1. We have been learning about animals which are currently, now we are learning about animals which are extinct. 2. Hooks to previous learning- In the EYFS, children experienced the life cycle of ducklings and butterflies.



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		begin to understand that food comes from all around the world. 3. Product design- building on from Junk modelling in the EYFS. Children will evaluate other people's work as well as their own. 4. In the EYFS, children learnt about different habitats, especially habitats which are local to them.	relevant to the children, they will meet someone involved with this launch and learn about the significance of this for Cornwall and the job opportunities. 3. Children will study materials in science and choose suitable materials to make a space robot.	3. Revisit science from the Autumn term- habitats and diets. 4. Hooks to future learning- In LKS2, children study volcanoes and the structure of the earth.
	Any potential misconceptions to tackle...	Woodlands in the UK are rainforests. It rains all the time in a rainforest. All animals are dangerous.	The moon is made of cheese. Pluto is a planet. Only men can be astronauts. People can live on other planets.	Dinosaurs are still alive. Dinosaurs used to eat and hunt humans.
	Personal development opportunities More than School...	- Job opportunities- Zoologist, marketing, chef -Hygiene and safety when cooking and handling food.	-Job opportunities- Space careers, Science, engineering -Men and women can have careers in Space.	-Job opportunities- Paleontologist -Children will discover different ways to find out how life is different in the past.
Trencrom (Year 3/4)	Topic	Mysterious Maya	Earth Matters	Stone Age to Iron Age
	What we do to enhance the learning experience	Our subject composite is to hold our own Maya festival. Cooking workshop Hot chocolate/chocolate day Library project loan boxes with selection of artefacts and books.	Beach clean Beach guardians visit to school Surfers against sewage Shelter box talk to class. Cornwall Plastic pollution coalition (see video) Create erupting volcanoes using baking powder and vinegar, mentos and cola.	Monumental Improvement project through Kresen Kernow – prehistoric Cornwall workshop Cornwall Heritage trust Visit to local area Carn Euny/Chysauceter village – Iron age settlements Royal Cornwall Museum – Stone Age to Iron Age workshop
	Why we do it now...	To immerse ourselves in Maya culture and the history and geography. Links to first term in Year A non-European study. Previous learning Down in the Jungle – build on previous learning	Child centred as children asked to learn more about this topic. Weather should allow for beach clean to take place. Links to previous learning about Space in Year ½ taught at same time and further developed in Year 5/6 space topic.	Exploring local area is better to do in Summer term as weather should be more appropriate. Links from Year 1/2 unit – dinosaurs and discovery and Mary Anning study Stone Age dress up day - making Stone Age weapons using soap carving.
	Any potential misconceptions to tackle...	Vocab Mayan refers to the language only.	Difference between lave and magma The make up of the earth and shape (not flat). That we are in danger of volcanic eruptions etc.	Tackling what a cave man is. All people lived in caves. Prehistoric people were not intelligent. The stone age was one long period of time.



Children's Wider Development and Learning Enhancement – Year B

	Personal development opportunities More than School...	Notice how culture had evolved and changed. Notice the impact of previous civilisations on our lives today.	Looking after our local environment and other environments around the world. Developing empathy for living things. Exploring and respect for our local area.	Notice how culture had evolved and changed. Notice the impact of previous civilisations on our lives today. Exploring and respect for our local area.
Tregonning (Year 5/6)	Topic	World War Two	Space	What the Victorians did for us
	What we do to enhance the learning experience	<ul style="list-style-type: none"> • Bodmin Keep visit • Library service WW2 box • Links with WW2 re-enactments 	<ul style="list-style-type: none"> • Nexus Space workshop • Star gazing evening with parents 	<ul style="list-style-type: none"> • Visit Flambards – Victorian village (maybe some rides?) • Victorian lesson experience
	Why we do it now...	<ul style="list-style-type: none"> • A great opening unit for the children to engage with. • Links in with Remembrance Day in November and Christmas giving children a great story to work from of the celebration of Christmas in no man's land. 	<ul style="list-style-type: none"> • Early evenings and dark mornings – can see the stars in the evening. • Links in with Cornwall space launch – UKs first satellite launch with Cosmic girl. 	<ul style="list-style-type: none"> • Previous concepts the children have learnt fill into the Victorians. • Looking at local history – links with Trevithick (local legend).
	Any potential misconceptions to tackle...	<ul style="list-style-type: none"> • The difference between WW2. • Russia was on both sides throughout WW2 – changed allegiance in the second half. 	<ul style="list-style-type: none"> • Pluto is not a planet • The earth orbits the sun not the other way around. • The Earth is not flat. 	<ul style="list-style-type: none"> • Comparisons of school life • Difference in gender equality • The difference now and then
	Personal development opportunities More than School...	<ul style="list-style-type: none"> • Visiting Flambards – WW2 and Blitz exhibition 	<ul style="list-style-type: none"> • Visiting Goonhilly astrology centre • Visiting Cornwall Space Port 	<ul style="list-style-type: none"> • Visit local Victorian building and museums.