



Children's Wider Development and Learning Enhancement – Year A

Year A		Autumn	Spring	Summer
Carn Brea (EYFS/Reception)	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 	<ol style="list-style-type: none"> 1. Hatch ducklings in class 2. Hatch butterflies (during summer term) 3. Minibeast hands on experience 4. Trip to Trevaskis Farm 5. Spring walk 	<ol style="list-style-type: none"> 1. Train ride to the beach 2. Summer walk
	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 	<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
	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. 	<ol style="list-style-type: none"> 1. All animals that are born live. 2. You can find all minibeasts in your back garden. 	<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
	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.
Godolphin (Year 1/2)	Topic	Voyage of the Mystery	Into the Woods	Castles and Coasts
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Maritime museum and workshop Falmouth 2. Watch play – Voyage of mystery 3. Making and testing boats 	<ol style="list-style-type: none"> 1. Hatch ducklings in class and compare to other animals and how they are born (Tadpoles/Frogs) 2. Minibeast and wildlife (owls) hands-on experience 3. Forest walk 	<ol style="list-style-type: none"> 1. Visit to Pendennis Castle 2. Visit to local beach 3. Making a menu for a banquet
	Why we do it now...	<ol style="list-style-type: none"> 1. Links to Geography unit (oceans and hot places that are different to where we live) 2. Links to History (studying fishermen and boats now and in the past) 3. Link to DT and making, testing and evaluating boats 	<ol style="list-style-type: none"> 1. Pupils see the lifecycle of ducklings and find out about their diets and habitat and compare with other living things 2. Links to habitat topic in science. Pupils have a Q+A with wildlife expert finding out about microhabitats. Talk for writing information text in literacy. 	<ol style="list-style-type: none"> 1. Link to History topic on castles - Pupils are able to name and label the parts of the castle (History topic on castles) 2. Pupils have a geography unit about the features of the seaside 3. Link to DT and preparing and making food to serve in a castle



Children's Wider Development and Learning Enhancement – Year A

			3. Links to microhabitats and recording data (tally charts)	
	Any potential misconceptions to tackle...	All people live the same lifestyle All people live in a similar environment Everyone experiences the same weather and seasons	All animals that are born live All minibeasts live in the same microhabitat You can find all minibeasts all year round	All beaches look the same Everyone lives near a beach
	Personal development opportunities More than School...	<ul style="list-style-type: none"> - Learning how other people live around the world - Learning about different cultures - 	<ul style="list-style-type: none"> - Learning the importance of looking after the environment and habitats of minibeasts - Dealing with death and loss - Learning how to care for an animal 	<ul style="list-style-type: none"> - Learning about how and where other people live - Learning about a healthy diet
Trencrom (Year 3/4)	Topic	Exciting Egyptians	Super Humans	Invaders and Settlers
	What we do to enhance the learning experience	Royal Cornwall Museum – Truro Trip to museum to do Egyptians workshop and see the Egyptian rooms including the mummy.	<ol style="list-style-type: none"> 1. Healthy eating workshop from Chartwells 2. Food and farming day at the Royal Cornwall showground. 3. Holi celebration. 	<ol style="list-style-type: none"> 1. Local visits to old settlements Royal Cornwall museum visit – life in a magor village workshop 2. Science topic sound – a variety of musicians to demonstrate how sound is created/travels etc and hearing live music. 3. Bastille day – whole school
	Why we do it now...	To immerse ourselves in Egyptian culture and the history.	Held annually, specifically for Year 3/4 children in Cornwall at this time of year. Planting crops etc in the Springtime when looking at where our food comes from and nutritional value of food/healthy eating.	Local visit links to RE curriculum Kernewek which is taught in the Summer term as a thematic unit. Weather more likely to be suitable for a day outdoors in the Cornish landscape.
	Any potential misconceptions to tackle...	<ul style="list-style-type: none"> - Egyptian tombs were booby trapped. - That a mummy is a scary/Halloween character wrapped in toilet paper. 	<ul style="list-style-type: none"> - Nutritional value of different foods. - Children need to notice the processes involved with food preparation. 	<ul style="list-style-type: none"> - That the Romans did not venture into Cornwall, so we will not find archaeological evidence. - Looking at dating local settlements/sites in relation to our timeline.
	Personal development opportunities More than School...	<ul style="list-style-type: none"> - Respect for the dead. - To explore beliefs/places/lifestyles that are different from our own. - To notice how culture has evolved. 	<ul style="list-style-type: none"> - To develop a healthy lifestyle including a balanced diet. - To make informed choices to take care of their bodies. - Gardening/growing food - Caring for animals/livestock 	<ul style="list-style-type: none"> - Opportunities to enjoy live music - Exploring the local area.
Tregonning (Year 5/6)	Topic	Groovy Greeks	There is no Planet B	Vicious Vikings
	What we do to enhance the learning experience	<ol style="list-style-type: none"> 1. Children acted out an abridged version of Theseus 2. Trip to Truro museum 	<ol style="list-style-type: none"> 1. Trip to Eden Project, taking part in a new workshop Climate Club 2. Workshop linked to G7 summit in Carbis Bay, Cornwall 3. Plastic Pollution workshop – whole school workshops examining plastic pollution on our beaches 	<ol style="list-style-type: none"> 1. Study of Viking longship designs (DT), followed by construction and testing. 2. During our residential we spend a day exploring what early settlers would have focussed on (survival).
	Why we do it now...	1. To immerse ourselves in Greek culture and the history of Greek theatre	1. The Eden Project is a rich resource for anyone considering sustainability and	1. The design of the ships were integral to the Vikings ability to raid successfully.



Children's Wider Development and Learning Enhancement – Year A

		2. The trip allows the children to handle genuine artefacts and appreciate how they inform our understanding of events of that period	<p>climate change. The workshop reminds us that there are many positive initiatives seeking to help address the consequences of climate change.</p> <p>2. Links to a relevant event happening locally</p> <p>3. Links to the care for the environment</p>	2. Allows us to consider what raiders would have considered when deciding where and whether to settle.
	Any potential misconceptions to tackle...	Myths are recognised today as fiction; at the time they were a way of interpreting and making sense of how the world worked.	Climate change just means the world is getting hotter.	Vikings wore helmets with horns! They were only raiders, who never settled where they visited
	Personal development opportunities More than School...	<p>To explore how belief systems have evolved over time</p> <p>To appreciate how democracy was developed by the Greeks – links to our own political system</p>	<p>Understanding of challenges caused by climate change.</p> <p>Understand that potential solutions could be scientific or political.</p> <p>Learning about global political system.</p>	<p>Raises opportunities to travel in Europe; highlights our role as a European country.</p> <p>Understanding when England became under one rule – debate about ruling – democracy (links to Greeks)</p>