



AUT 1 **Year**
1/2

VALUE: Whole-heartedness

Class: Kenwyn



Lesson Sequence

ENGLISH	MATHS	SCIENCE	GEOGRAPHY	RE	PSHEE
<p>Comprehension, Grammar, Punctuation, Information text, reading poems. Sri Lanka and Seasons</p>	<p>Place Value</p>	<p>Seasonal Changes</p>	<p>What's it like in Sri Lanka?</p>	<p>Mapped to Cornwall Syllabus 1.1 What do Christians believe God is like? 1.2 Who do Christians say made the world?</p>	<p>Me and my relationships</p>
<p>Reading NOVEL STUDY VIPERS- Tiddler by Julia Donaldson (2.2)</p> <p>Cross Curricular Reading: Looking after ourselves</p> <p>Tasty Poems Writing The Place Value of Punctuation and Grammar</p> <p>Non-fiction- Information Text <i>Seasons by Hannah Pang</i></p>	<p>Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more, 1 less Count backwards within 10 Compare groups by matching Fewer, more, same Less than, Greater than, Equal too Compare numbers Order objects and numbers The number line</p>	<p>Understand there are four seasons Understand the changes that take place in autumn Understand the changes that take place in winter Understand the changes that take place in spring Understand the changes that takes place in summer Investigate how you can measure rainfall</p>	<ul style="list-style-type: none"> How would a map of my classroom be different to a map of my whole school? What does Shortlanesend Village look like from the air and how does this differ to Arugam Bay? What would surprise a Sri Lankan school child about our school? What is changing about our villages and why? Where would I prefer to live? Arugam Bay or Shortlanesend? 	<p>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. Use floor books to record collaboratively.</p>	<p>Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends</p> <p>Anti-bullying week</p> <p>British Values</p> <p>Key figures of diversity</p>
<p>Core Knowledge Year 1 Develop pleasure in reading. Recognise and join in with predictable phrases. Participate in discussion about what is being read. Spell common exception words, phonetically plausible words containing graphemes already taught. Add prefixes and suffixes. Use the spelling rule for adding -s or -es. Year 2 Discuss and express views about poetry, stories and non-fiction. Recognise recurring literary language. Build a repertoire of poems learned by heart. Making inferences and predicting what might happen. Spell words phonetically and mostly correctly. Use grammatical groups such as nouns, verbs and adjectives to build sentence structure. Write non-fiction texts.</p>	<p>Core Knowledge count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words Year 2 count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations,</p>	<p>Core Knowledge observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p>Core Knowledge Ability to identify basic symbols on a map and understand simple map keys. Skills in creating a basic map of a familiar environment. Understanding of how scale affects what is shown on different maps. Knowledge of key physical and human characteristics of two locations. Insight into cultural differences and environmental impact on village life. Ability to express opinions and preferences using geographical reasoning.</p>	<p>Core Knowledge Children will be able to narrate the key events of the Christian Creation story. Children will express their feelings about the Creation story and identify which parts evoke different emotions. Children will recall and order the events of the Christian Creation story correctly. Children will understand the concept of God as the creator in Christianity. Children will articulate their opinions about the Christian perspective on Creation. Children will demonstrate an understanding of key aspects of the Christian belief in Creation.</p>	<p>Core Knowledge Discuss personal feelings with peers. Listen to others describe their personal feelings. Develop empathy. Show kindness to others through discussion or physical gesture.</p>



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ART	DT	MUSIC	MFL	PE	Personal Development
Covered in Autumn 2	Junk modelling – Seasons- end of Autumn 1	Hey you!	Introduction to French	Get Set 4 PE	Whole Heartedness
	<p>Create a 3D model to represent a season- example below is a tree in summer, a tree in spring, autumn and winter.</p> <p>Use materials such as cereal boxes, cotton wool, shoe boxes, foil, poster paint, paint brushes</p> 	<p>Listen and Appraise the song Hey You! and other Hip Hop songs: Hey You! by Joanna Mangona Me, Myself And I by De La Soul Fresh Prince Of Bel Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p>Introduction to French greetings Numbers 1-10 in French Colours in French Simple phrases about self French songs</p>	<p>Fundamentals Team building</p> <p>PE will be on: Mondays Wednesdays</p> <p>Please bring in a PE kit at the start of every half term.</p> <p>Black shorts/ leggings/ joggers White t-shirt School hoodie Plain trainers</p> <p>This will stay in school and go home before the half term holiday.</p>	<p>Theme: SCARF curriculum - Valuing Difference</p> <p>Anti-bullying week</p> <p>British Values</p> <p>Key figures of diversity</p> <hr/> <p>Link Understanding our feelings and believing in ourselves. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect. Key figures that had a particular passion – what impact have they had on history/people of their community?</p>
Core Knowledge	<p>Core Knowledge Understanding of design principles, techniques to make structures stronger, and decorative patterns</p> <p>Make process-</p> <p>Evaluate</p> <p>Link to science topic - Seasons</p>	<p>Core Knowledge To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms To confidently sing or rap five songs from memory and sing them in unison. Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Improvisation Composing</p>	<p>Core Knowledge Basic greetings such as "Bonjour" (Hello) and "Au revoir" (Goodbye). Count from 1 to 10 in French: Un, Deux, Trois, etc. Names of common colours in French like "rouge" (red) and "bleu" (blue). Phrases such as "Je m'appelle" (My name is) and "J'ai ... ans" (I am ... years old). Understanding and memorising simple French songs.</p>	<p>Core Knowledge master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p>	<p>In</p> <p>Out</p>



AUT 2

Year 1/2

VALUE: Excellence

Class: Kenwyn



ENGLISH

MATHS

SCIENCE

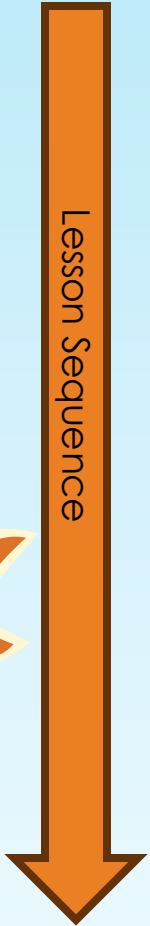
History

RE

PSHE

School days	Addition / Subtraction Shape	Animals including humans: all about animals			Valuing Differences
<p>Reading NOVEL STUDY VIPERS- Stickman by Julia Donaldson (2.2)</p> <p>Cross -Curricular Reading Habitats</p> <p>Writing Poetry- <i>Firework Night</i></p> <p>Narrative- <i>My Christmas Star</i> by BBC</p> <p>Oracy - <i>Nativity play</i></p>	<p>Introduce parts and wholes Part- whole models Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition- add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away (how many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p>Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Discover animal families Learn about the differences between mammals and birds Learn about the differences between amphibians, reptiles and fish Discover the type of food living things eat Explore the difference between wild animals and pets Explain the characteristics of an animal</p>			<p>Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons</p>
Core Knowledge	<p>Core Knowledge read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example,</p>	<p>Core Knowledge</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Year 2 notice that animals, including humans, have offspring which grow into</p>	Core Knowledge	Core Knowledge	Core Knowledge

Lesson Sequence





AUT 2

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ART	DT	MUSIC	MFL	PE	Personal Development
<p>Spirals – end of Autumn 2 <u>See the Pathway</u></p> <p>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can make choices about which colours I'd like to use in my drawing.</p>		<p>Rhythm in the way we walk and banana rap</p>	<p>BASIC</p> <p>Numbers Days of the week</p>	<p>Athletics Fitness</p>	<p>Excellence</p> <p>Theme: Key figures of diversity</p> <p>British Values</p> <p>Link: Key figures of diversity that have excelled in their fields. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect.</p>
<p>Core Knowledge That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p>	<p>Core Knowledge</p>	<p>Core Knowledge</p>	<p>Core Knowledge</p>	<p>Core Knowledge master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p>	<p>In</p> <p>Out</p>

Lesson Sequence



Spr 1	Year 1/2
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VALUE:**Class: Tamar****ENGLISH****MATHS****SCIENCE****History****RE****PSHE****Grammarsaurus, place value of punctuation. (4 weeks)**

Common nouns
 Proper nouns
 Common or proper?
 Nouns review
 Being verbs
 Beings verbs + to have
 Regular action verbs
 Irregular action verbs
 Action verbs being or action verb?
 Verbs review
 What is a subject?
 Building single clause sentences
 Pronouns
 Subject/verb focus
 Grammar subject verb focus application

Core Knowledge

Differences between common and proper nouns and how to categorise them.
 What common nouns are and examples in everyday language.
 What being verbs are (is, are, was, were) and examples of their use.
 How to construct a simple single clause sentence.
 What pronouns are and how they can be used to replace nouns.
 Rules for subject-verb agreement.
 Comprehensive review and consolidation of the understanding of verbs.
 Comprehensive review and consolidation of the understanding of nouns

Core Knowledge

Core Knowledge

Core Knowledge

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Core Knowledge

Lesson Sequence



SPR 1

Year 1/2

VALUE:

Class: Tamar



ART

DT

MUSIC

MFL

PE

Personal Development

Excellence

Theme:
Key figures of diversity

British Values

Link:

Key figures of diversity that have excelled in their fields. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect.

Core Knowledge

Core Knowledge

Core Knowledge

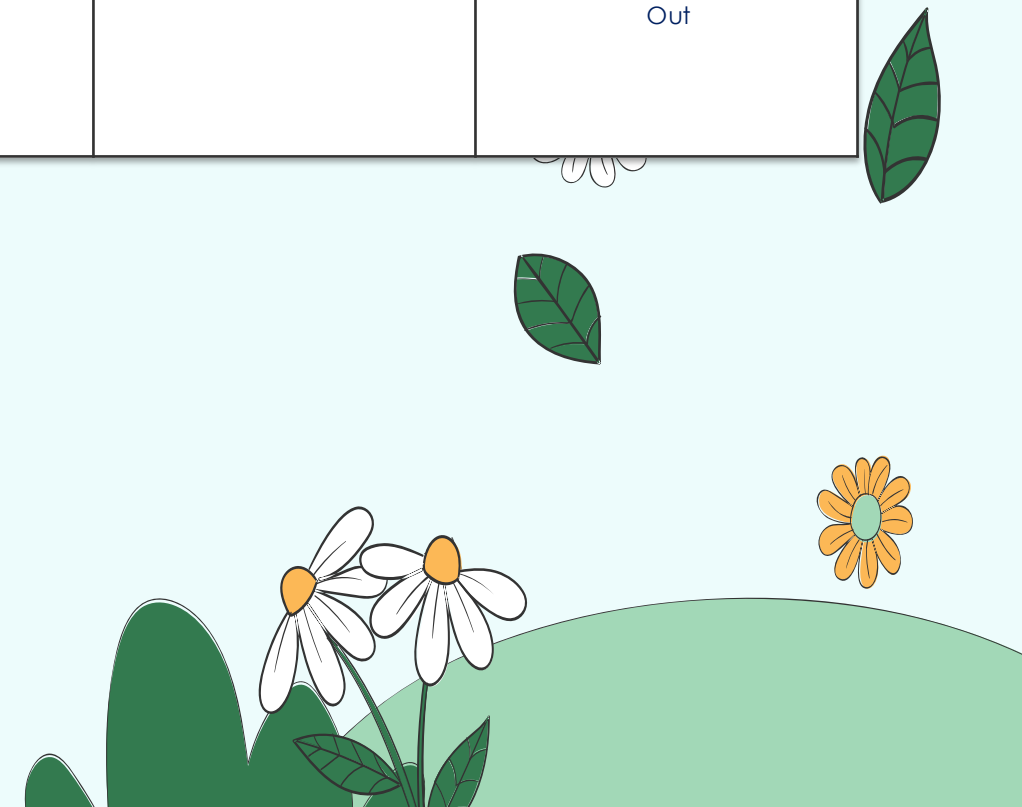
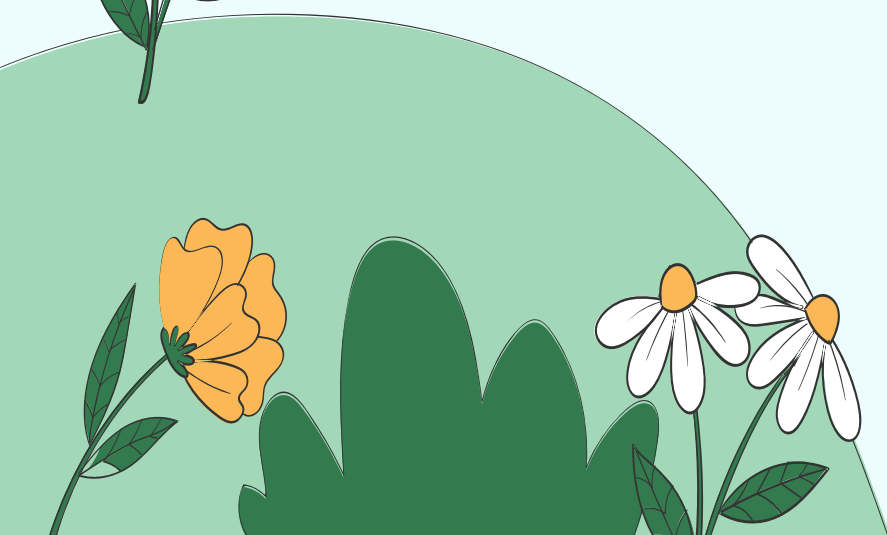
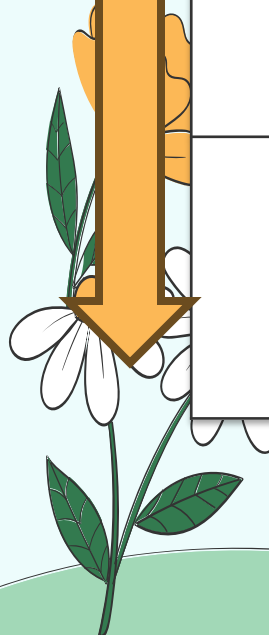
Core Knowledge

Core Knowledge

In

Out

Lesson Sequence





Spr 2

Year 1

VALUE:

Class: Tamar



ENGLISH

MATHS

SCIENCE

History

RE

PSHE

How to grow a plant
Grammasaurus non-fiction.

Lesson Sequence

Core Knowledge

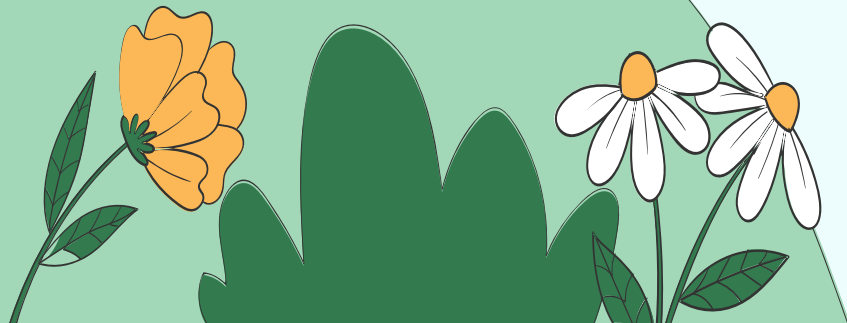
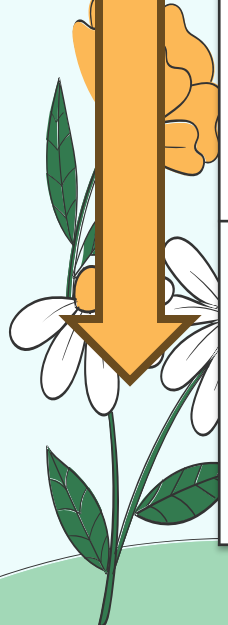
Core Knowledge

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SPR 2

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ART

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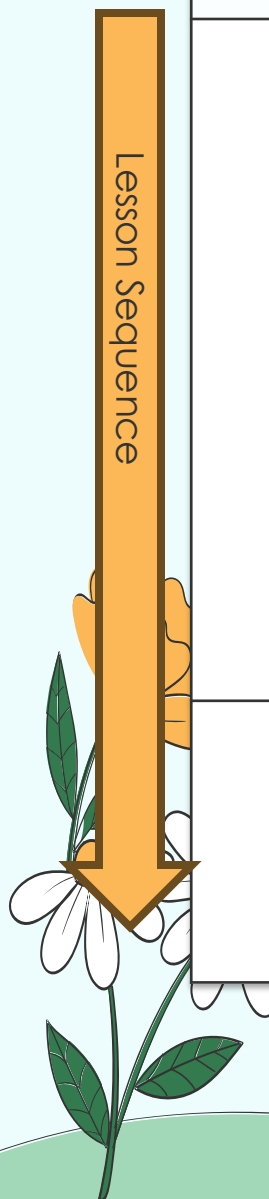
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