



AUT 2

Year 1

VALUE: Excellence

Class: Tamar



Lesson Sequence

ENGLISH	MATHS	SCIENCE	History	RE	PSHE
<b>Writing</b> The Place Value of Punctuation and Grammar	<b>White rose maths</b>	<b>Exploring Everyday Materials 1</b>	<b>Toys</b>	<b>Cornwall Syllabus</b>	<b>SCARF</b>
Nouns Proper nouns Verbs, to have and to be, action verbs Single clause sentences	-To add and subtract within 10. -To explore, name and identify 2D shapes.	-Identify and name a variety of everyday materials -Distinguish between an object and the material it is made from Describe the properties of everyday materials Identify objects that are natural and those that are manmade. Predict and identify if an object will float or sink.	What are our toys like today?  What are other people's toys like?  How can we tell these toys are old?  What were our grandparents' toys like and how do we know?  Who played with these toys a long time ago?  How can we set up a Toy Museum?	1.10 What does it mean to belong to a faith community?	<b>Valuing Difference</b> <u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>Harold's school rules</u> <u>It's not fair!</u> <u>Who are our special people?</u> <u>Our special people balloons</u>
Core Knowledge	Core Knowledge 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 $7 = ? - 9$  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, cuboids (including cubes), pyramids and spheres]	Core Knowledge	Core Knowledge Pupils have a sound understanding of toys today as the context for comparison with toys in the past.  Pupils can describe how toys change as children grow older  Pupils understand how a well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and treasured.  Pupils are able to think of 3 different types of evidence they might use to explore this question. Pupils are able to describe changes across two generations. Pupils are able to carry out a simple survey, interviewing grandparents and posing relevant questions. (Maths links)  Pupils are able to see toys within their context, by identifying past and present and matching the relevant toys to right person.	Core Knowledge	Core Knowledge



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ART	DT	MUSIC	MFL	PE	Personal Development
Spirals	Covered in Autumn 1	Hey you!	Introduction to French	Athletics (go Active) Fitness	Excellence
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.		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 <b>Musical Activities</b> - 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. <b>Flexible Games</b> (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 <b>Perform the Song</b> - perform and share your learning as you progress through the Unit of Work.	Introduction to French greetings Numbers 1-10 in French Colours in French Simple phrases about self French songs		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 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.	Core Knowledge	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	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.	Core Knowledge	In  Out