



Lesson Sequence

ENGLISH	MATHS	SCIENCE	GEOGRAPHY	RE	PSHE
<p>The Write Stuff</p> <p>Reading VIPERS</p> <p>Writing Grammasaurus</p> <p>The Place Value of Punctuation & Grammar</p> <p>Common & proper nouns Collective/partitive nouns Abstract nouns Being verbs + 'to have' Regular action verbs & verb phrases Irregular action verbs & verb phrases Phrasal verbs What is a subject? Subject/Verb focus 1-3 Subject/Verb focus: application Co-ordinating conjunctions to join clauses Compound & dummy subjects Gerunds Subject/verb application</p> <p>Reading VIPERS Glitter Boy by Ian Eagleton Nonfiction texts on: Sounds Coasts Musical history</p>	<p>WhiteRose SoW Place value/4 operations</p> <ul style="list-style-type: none"> Place Value Addition and subtraction 	<p>Developing Experts</p> <p>Sound</p> <ol style="list-style-type: none"> Identify how sounds are made. Explore how vibrations from sound travel through a medium to the ear. Explore sound insulation. Explore volume. Explore pitch. Explore sounds from near and from far. 	<p>Natural Wonder Is the Grand Canyon safe for future generations?</p> <ol style="list-style-type: none"> What dangers might the Grand Canyon face? What is erosion? Is erosion always the same? Erosion on our doorstep...coastlines The power of water (physical & chemical erosion/weathering) Cheddar Gorge Erosion in action What types of erosion impact the Grand Canyon? Is the Grand Canyon safe for future generations? How do you know? What evidence is there? 	<p>What do Christians learn from the creation story?</p> <ol style="list-style-type: none"> What is wonderful about our world? What is the story of Genesis? What does God teach Christians about caring for his world? How do Christians put God's teachings into practise? What key lessons can we take from the Adam and Eve story? What do Christians learn from the creation story? 	<p>SCARF</p> <p>Me and My relationships</p> <p>Define successful qualities of teamwork and collaboration. Explain what we mean by a 'positive, healthy relationship. Recognise that there are times when they might need to say 'no' to a friend. Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. Recognise that different people can have different feelings in the same situation. Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>
<p>Core Knowledge</p> <p>Develop understanding of the concepts set out in English Appendix 2 (NC)</p> <p>Understand and Indicate grammatical and other features</p> <p>Use and understand grammatical terminology.</p>	<p>Core Knowledge</p> <p>Compare and order numbers up to 1000. Estimate numbers up to 1000. Count in 50s. Recognise the place value of digits in a three-digit number. Written formal method in +&-</p>	<p>Core Knowledge</p> <p>Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.</p>	<p>Core Knowledge</p> <p>I can label the parts of a river and the influences of erosion and weathering on it. I can collect information about a place and use it in a report. I can use maps, atlases and globes</p>	<p>Core Knowledge</p> <p>Children will have learnt about the creation story in KS1. Children know the Bible is the holy book for Christians and can be used as a source of wisdom and guidance. Many Christians will read the bible regularly. Children will have learnt that Christians believe Adam and Eve were the first humans.</p>	<p>Core Knowledge</p> <p>Children will understand the importance of respecting others. Children will be able to identify different types of bullying including cyber bullying.</p>



AUT 1

Year 4

VALUE: Whole-heartedness

Class: Lynher



Lesson Sequence

ART	DT	MUSIC	MFL	PE	Personal Development
AccessArt	AccessArt	SingUp	Language Angels	Getset4PE	Whole Heartedness
<p>Gestural drawing with Charcoal</p> <p>children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation</p>	<p>To construct a Grand Canyon sculpture from clay. Develop our construction skills, creative thinking and resilience skills. Use tools to help us construct and take creative risks by experimenting to see what happens. Use 'Design through Making' philosophy and reflect at all stages to inform future making.</p>	<p>Exploring and developing playing skills using the glockenspiel.</p> <p>Learn to play the songs: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia</p> <p>Compose using the notes C, D, E, F + G.</p>	<p>Ma famille (my family)</p> <ol style="list-style-type: none"> How to recognise, recall and spell different family members. Consolidate the nouns and definite articles/determiners for family members how to ask and answer the question 'do you have any siblings?' Pupils will learn to introduce their own/ fictitious family members. Pupils will learn to say how old their own/ fictitious family members are. Pupils will revise and consolidate all language covered. 	<p>Athletics</p> <p>GoActive sports coaches 1 day per week</p> <p>Class PE 1 day per week</p> <ol style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<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>
<p>Core Knowledge</p> <p>Understand that pressure applied varies the tone of the charcoal.</p>	<p>Core Knowledge</p> <p>Supports our Geography learning. Children will understand the physical geography of the Grand Canyon and how it was created by erosion.</p>	<p>Core Knowledge</p> <p>Will build on the previous Glockenspiel unit taught in KS1.</p>	<p>Core Knowledge</p> <p>Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel, count to 10, and say basic greetings.</p>	<p>Core Knowledge</p> <p>Physical: pace, sprint, jump for distance, throw for distance. Social: collaboration, leadership. Emotional: perseverance, determination, honesty. Thinking: reflection, observing and providing feedback.</p>	<p>In</p> <p>Explorer Dome - Sound</p> <p>Out</p> <p>Cheddar Gorge geographical visit</p>



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<p>Core Knowledge</p> <p>Develop understanding of the concepts set out in English Appendix 2 (NC)</p> <p>Understand and Indicate grammatical and other features</p> <p>Use and understand grammatical terminology.</p>	<p>Core Knowledge</p> <p>Read Roman numerals. Compare and order numbers up to 10,000. Estimate numbers up to 10,000. Round numbers to the nearest 10, 100, 1000. Recognise the place value of digits in a three-digit number. Written formal method in +&-</p>	<p>Core Knowledge</p> <p>Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.</p>	<p>Core Knowledge</p> <p>I can label the parts of a river and the influences of erosion and weathering on it. I can collect information about a place and use it in a report. I can use maps, atlases and globes</p>	<p>Core Knowledge</p> <p>Children will have learnt about the creation story in KS1. Children know the Bible is the holy book for Christians and can be used as a source of wisdom and guidance. Many Christians will read the bible regularly. Children will have learnt that Christians believe Adam and Eve were the first humans.</p>	<p>Core Knowledge</p> <p>Children will be able to identify the characteristics of friendships. That healthy relationships are positive. Understand the importance of respecting others.</p>



AUT 1

Year 5

VALUE: Whole-heartedness

Class: Lynher



Lesson Sequence

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<p>Gestural drawing with Charcoal</p> <p>children discover how to make drawings that capture a sense of drama or performance using charcoal. Children are freed from the constraints of creating representational drawings based on observation</p>	<p>To construct a Grand Canyon sculpture from clay. Develop our construction skills, creative thinking and resilience skills. Use tools to help us construct and take creative risks by experimenting to see what happens. Use 'Design through Making' philosophy and reflect at all stages to inform future making.</p>	<p>Exploring and developing playing skills using the glockenspiel.</p> <p>Learn to play the songs: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia</p> <p>Compose using the notes C, D, E, F + G.</p>	<p>Ma familie (my family)</p> <ol style="list-style-type: none"> How to recognise, recall and spell different family members. Consolidate the nouns and definite articles/determiners for family members how to ask and answer the question 'do you have any siblings?' Pupils will learn to introduce their own/ fictitious family members. Pupils will learn to say how old their own/ fictitious family members are. Pupils will revise and consolidate all language covered. 	<p>Athletics</p> <p>GoActive sports coaches 1 day per week</p> <p>Class PE 1 day per week</p> <ol style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<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>
<p>Core Knowledge</p> <p>Understand that pressure applied varies the tone of the charcoal.</p>	<p>Core Knowledge</p> <p>Supports our Geography learning. Children will understand the physical geography of the Grand Canyon and how it was created by erosion.</p>	<p>Core Knowledge</p> <p>Will build on the previous Glockenspiel unit taught in KS1.</p>	<p>Core Knowledge</p> <p>Pupils will have the knowledge and skills to be able to introduce themselves, say how they feel, count to 10, and say basic greetings.</p>	<p>Core Knowledge</p> <p>Physical: pace, sprint, jump for distance, throw for distance.</p> <p>Social: collaboration, leadership.</p> <p>Emotional: perseverance, determination, honesty.</p> <p>Thinking: reflection, observing and providing feedback.</p>	<p>In</p> <p>Explorer Dome - Sound</p> <p>Out</p> <p>Cheddar Gorge geographical visit</p>