



AUT 2

Year 5

VALUE: Excellence

Class: Gannel



Lesson Sequence

ENGLISH	MATHS	SCIENCE	History	RE	PSHE
<b>The Write Stuff</b>	<b>WhiteRose SoW</b> <b>Place value/4 operations</b>	<b>Developing Experts</b> <b>Living things and their habitats</b>	<b>Boom and Bust:</b> <b>How were the Cornish affected by boom and bust in the tin and copper mining industry?</b>	<b>Why do Hindus want to be good?</b>	<b>SCARF</b> <b>Valuing Difference</b>
Grammasaurus...SPaG  The Malfeasance Poetry     The Present Narrative	Long and short division  Long and short multiplication	<ol style="list-style-type: none"> <li>1. Classify living organisms</li> <li>2. Understand the kingdoms of life</li> <li>3. Classify living things using the Linnean system</li> <li>4. Identify the characteristics of different types of microorganisms</li> <li>5. Investigate asexual reproduction through spore dispersal</li> <li>6. Classify and describe a living organism</li> </ol>	<p>When and how did people first extract minerals and what were they looking for?</p> <p>What was life like for miners in Cornwall?</p> <p>Who was Richard Trevithick and why do we still remember him today?</p> <p>What happened in the East Wheal Rose mining disaster? And could it have been prevented?</p> <p>What happened at South Crofty?</p> <p>What is mining like in Cornwall today?</p>	<ol style="list-style-type: none"> <li>1. What is Brahman?</li> <li>2. What is Atman? What can be learned about Atman through a Hindu story?</li> <li>3. Samsara: why is atman important? What else is important?</li> <li>4. How does dharma affect the way that someone might live their life?</li> <li>5. What example does Gandhi set about how to live?</li> <li>6. Why do Hindus try to be good?</li> </ol>	<p>Ok to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships</p> <p>Boys will be boys?-challenging gender stereotypes</p>
Core Knowledge Subject/verb agreements  Figurative language Repetition Synonyms Hyperbole	Core Knowledge Written formal methods	Core Knowledge Identify the 6 kingdoms of life. Recognise (MRS GREN) how something is a living thing. Carl Linnaeus designed a classification system that is still used today.	Core Knowledge How mining began in Cornwall The dangers of working in mines How the industry changed Cornwall	Core Knowledge	Core Knowledge



Lesson Sequence

ART	DT	MUSIC	MFL	PE	Personal Development
Set design <a href="#">See the Pathway</a>	<b>SEWING</b>	<b>Charanga</b>	<b>Language Angels</b>		Excellence
I have explored how other artists use their skills to build sets for theatre or animation I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set I can use my sketchbook to brainstorm I can share my process and outcome with my classmates I can use my animation set as backdrop to an animation	Making and designing stockings	Songs of the week Christmas Carols	Phonics Numbers My Class	Tag Rugby Dance	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 designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.	Core Knowledge Learning that there are different ways to stitch	Core Knowledge	Core Knowledge	Core Knowledge	In  Out



AUT 2

Year 6

VALUE: Excellence

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Lesson Sequence

ENGLISH	MATHS	SCIENCE	History	RE	PSHE
<b>The Write Stuff</b>	<b>WhiteRose SoW</b> <b>Place value/4 operations</b>	<b>Developing Experts</b> <b>Living things and their habitats</b>	<b>Boom and Bust:</b> <b>How were the Cornish affected by boom and bust in the tin and copper mining industry?</b>	<b>Why do Hindus want to be good?</b>	<b>SCARF</b> <b>Valuing Difference</b>
Grammmasaurus....SPaG  The Malfeasance Poetry   The Present Narrative	Long and short division  Long and short multiplication	<ol style="list-style-type: none"> <li>1. Classify living organisms</li> <li>2. Understand the kingdoms of life</li> <li>3. Classify living things using the Linnean system</li> <li>4. Identify the characteristics of different types of microorganisms</li> <li>5. Investigate asexual reproduction through spore dispersal</li> <li>6. Classify and describe a living organism</li> </ol>	<p>When and how did people first extract minerals and what were they looking for?</p> <p>What was life like for miners in Cornwall?</p> <p>Who was Richard Trevithick and why do we still remember him today?</p> <p>What happened in the East Wheal Rose mining disaster? And could it have been prevented?</p> <p>What happened at South Crofty?</p> <p>What is mining like in Cornwall today?</p>	<ol style="list-style-type: none"> <li>1. What is Brahman?</li> <li>2. What is Atman? What can be learned about Atman through a Hindu story?</li> <li>3. Samsara: why is atman important? What else is important?</li> <li>4. How does dharma affect the way that someone might live their life?</li> <li>5. What example does Gandhi set about how to live?</li> <li>6. Why do Hindus try to be good?</li> </ol>	<p>Ok to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships</p> <p>Boys will be boys?-challenging gender stereotypes</p>
Core Knowledge Subject/verb agreements  Figurative language Repetition Synonyms Hyperbole	Core Knowledge Written formal methods	Core Knowledge Identify the 6 kingdoms of life. Recognise (MRS GREN) how something is a living thing. Carl Linnaeus designed a classification system that is still used today.	Core Knowledge How mining began in Cornwall The dangers of working in mines How the industry changed Cornwall	Core Knowledge	Core Knowledge



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<p>I have explored how other artists use their skills to build sets for theatre or animation</p> <p>I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set</p> <p>I can use my sketchbook to brainstorm</p> <p>I can share my process and outcome with my classmates</p> <p>I can use my animation set as backdrop to an animation</p>	<p>Making and designing stockings</p>	<p>Songs of the week</p> <p>Christmas Carols</p>	<p>Phonics</p> <p>Numbers</p> <p>My Class</p>	<p>Tag Rugby</p> <p>Dance</p>	<p>Theme:</p> <p>Key figures of diversity</p> <p>British Values</p>
					<p>Link:</p> <p>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</p> <p><b>That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound</b></p>	<p>Core Knowledge</p> <p>Learning that there are different ways to stitch</p>	<p>Core Knowledge</p>	<p>Core Knowledge</p>	<p>Core Knowledge</p>	<p>In</p> <p>Out</p>