



AUT 1

Year 1

VALUE: Whole-heartedness

Class: Tamar



ENGLISH

MATHS

SCIENCE

GEOGRAPHY

RE

PSHE

Transcription, handwriting letter formation. Short sentences to form short narratives.

Place Value

Animals, including all about me

What's it like in Sri Lanka?

Mapped to Cornwall Syllabus 1.1 What do Christians believe God is like? 1.2 Who do Christians say made the world?

Me and my relationships

-I know a few familiar stories and I can recall some events.
 -I can use pictures and texts to identify meaning.
 -I can discuss some simple features of books; answering questions relating to, for example changes in font size, details in illustrations, identifying when someone is speaking.
 -I can join in with group reading of familiar stories.
 -I can use stories I have already read to support my predictions. - Say out loud what they are going to write about/ composing orally before writing.
 -Sequencing sentences to form short narratives.
 -Discuss what they have written.
 -Leaving spaces between words.
 -Joining words and joining clauses using and.
 -Beginning to punctuate sentences using a capital letter and a full stops.
 -Using a capital letter for 'I'.

Place value within 10 Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number
 Count numbers to 10 in numerals.
 Identify and represent numbers using objects and pictorial representations
 Read and write numbers to 10 in numerals
 Read and write numbers from 1 to 10 in numerals and words.
 Given a number, identify one more and one less.

Discover the basic parts of the human body
 Learn about eyes and sight
 Learn about ears and hearing
 Explore the tongue and taste
 Explore the sense of touch
 Discover how your nose smells

What would a map of my classroom look like?
 Could I guide a visitor around my school?
 What does Shortlanesend Village look like from the air?
 Where is Sri Lanka?
 How does a school in Sri Lanka compare with Shortlanesend School?
 How does a village in Sri Lanka compare to Shortlanesend?

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.

- Why we have classroom rules
- Thinking about feelings
- Our feelings
- Feelings and bodies
- Our special people
- Good friends
- How are you listening?

Core Knowledge

Write recognisable letters, most of which are correctly formed.
 Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 Write simple phrases and sentences that can be read by others.
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.
 Anticipate key events in stories.
 Demonstrate an understanding of what has been read to them.
 Hold a pencil effectively in preparation for fluent writing – using a tripod grip in most cases.

Core Knowledge

Ability to count forwards and backwards from 0 or 1, and from any number.
 Recognition and counting of numerals up to 10.
 Representation of numbers 1 to 10 using objects and pictorial forms.
 Ability to read and write numerals from 1 to 10.
 Ability to read and write words for numbers 1 to 10.
 Understanding and identifying one more and one less of numbers up to 10.

Core Knowledge

Names and locations of major body parts such as head, arms, legs, torso, etc.
 Function of the eye, how we see, and introduction to light and sight
 How ears function to perceive sound, what sound is and how it travels
 Parts of the tongue, different tastes (sweet, sour, bitter, salty)
 How touch works, different textures and how the skin senses touch
 How the nose functions to smell and the role of smell in daily life

Core Knowledge

Children will learn that Sri Lanka is an island nation located in South Asia, to the southeast of India.
 Children will identify key physical features of Sri Lanka, including its tropical beaches, central highlands, and diverse forests.
 Children will understand that Sri Lanka has a tropical climate with distinct wet and dry seasons, unlike the more temperate climate of the UK.
 Key knowledge on elephants, leopards, and a variety of bird species that are native to Sri Lanka.
 Understanding of some aspects of Sri Lankan culture such as traditional dance forms, Sinhala and Tamil languages, and cuisine like rice and curry.

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.

Core Knowledge

learn the purpose of classroom rules and how they help maintain order and safety.
 Children will be able to identify and name various feelings such as happiness, sadness, anger, and fear.
 understand the connection between their feelings and physical reactions.
 Children will recognise who their special people are and be able to explain why they value them.
 Students will learn about friendship qualities such as sharing, kindness, and honesty.
 Children will learn and practice how to be good listeners and understand the importance of listening in communication.

Lesson Sequence



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| ART | DT | MUSIC | MFL | PE | Personal Development |
|--|---|---|---|---|--|
| Spirals | Diwali Pots | Hey you! | Introduction to French | Get Set 4 PE | Whole Heartedness |
| <p>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.</p> <p>I can make a drawing using a continuous line for a minute or two.</p> <p>I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.</p> <p>I can draw from observation for a few minutes at a time.</p> <p>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.</p> <p>I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.</p> <p>I can make choices about which colours I'd like to use in my drawing.</p> | <p>Design</p> <p>Children to look at a range of Diwali pots and discuss their shape, size and the colours/patterns used on the lamps. Talk about the materials you could use, which would be strong? Which could you decorate? Which material is traditionally used?</p> <p>Make</p> <p>Children to Create their lamps following their design. Talk about their lamp and how they could shape it, how could they make it stronger? Following patterns children to paint their lamps.</p> <p>Evaluate</p> <p>Children to Discuss how they found making their lamps, was it as easy as they thought? What difficulties did they encounter?</p> | <p>Listen and Appraise the song Hey You! and other Hip-Hop songs:</p> <p>Hey You! by Joanna Mangona</p> <p>Me, Myself And I by De La Soul</p> <p>Fresh Prince Of Bel Air by Will Smith</p> <p>Rapper's Delight by The Sugarhill Gang</p> <p>U Can't Touch This by MC Hammer</p> <p>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</p> <p>Numbers 1-10 in French</p> <p>Colours in French</p> <p>Simple phrases about self</p> <p>French songs</p> | <p>Fundamentals</p> <p>Dance</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</p> <p>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>That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</p> <p>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.</p> <p>That we can draw from observation or imagination.</p> <p>That we can use colour to help our drawings engage others.</p> | <p>Core Knowledge</p> <p>Understanding of design principles, techniques to make structures stronger, and decorative patterns</p> | <p>Core Knowledge</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Improvisation Composing</p> | <p>Core Knowledge</p> <p>Basic greetings such as "Bonjour" (Hello) and "Au revoir" (Goodbye).</p> <p>Count from 1 to 10 in French: Un, Deux, Trois, etc.</p> <p>Names of common colours in French like "rouge" (red) and "bleu" (blue).</p> <p>Phrases such as "Je m'appelle" (My name is) and "J'ai ... ans" (I am ... years old).</p> <p>Understanding and memorising simple French songs.</p> | <p>Core Knowledge</p> <p>Basic techniques in running, jumping, throwing, and catching.</p> <p>Rhythm, coordination and how to express themselves through dance.</p> <p>Teamwork, cooperation, and communication skills.</p> <p>Ball manipulation skills like dribbling, kicking, and bouncing.</p> <p>Skills in targeting and hand-eye coordination.</p> | <p>In</p> <p>Fire service visit</p> <p>Out</p> <p>Autumn Welly Walk</p> |