



**AUT 1** **Year 1/2**

**VALUE: Whole-heartedness**

**Class: Kenwyn**



Lesson Sequence

ENGLISH	MATHS	SCIENCE	GEOGRAPHY	RE	PSHEE
<p><b>Comprehension, Grammar, Punctuation, Information text, reading poems. Sri Lanka and Seasons</b></p>	<p><b>Place Value</b></p>	<p><b>Seasonal Changes</b></p>	<p><b>What's it like in Sri Lanka?</b></p>	<p><b>Mapped to Cornwall Syllabus 1.1 What do Christians believe God is like? 1.2 Who do Christians say made the world?</b></p>	<p><b>Me and my relationships</b></p>
<p><b>Reading</b> NOVEL STUDY VIPERS- Tiddler by Julia Donaldson (2.2)</p> <p><b>Cross Curricular Reading:</b> <b>Looking after ourselves</b></p> <p><b>Tasty Poems</b> <b>Writing</b> The Place Value of Punctuation and Grammar</p> <p><i>Non-fiction- Information Text</i> <i>Seasons by Hannah Pang</i></p>	<p>Count objects within 10 Represent numbers to 10 Count on and back within 20 Understand 10 Understand 11-15 Understand 16-20 1 more 1 less Number lines Estimate of number lines Less than, greater than, equal to Compare numbers Order numbers</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"> <li>How would a map of my classroom be different to a map of my whole school?</li> <li>What does Shortlanesend Village look like from the air and how does this differ to Arugam Bay?</li> <li>What would surprise a Sri Lankan school child about our school?</li> <li>What is changing about our villages and why?</li> <li>Where would I prefer to live? Arugam Bay or Shortlanesend?</li> </ul>	<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><b>Core Knowledge</b> 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. <b>Year 2</b> 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><b>Core Knowledge</b> 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 <b>Year 2</b> 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, including the number line</p>	<p><b>Core Knowledge</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Core Knowledge</b> 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><b>Core Knowledge</b> 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><b>Core Knowledge</b> 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><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</p> <p><b>Perform the Song</b> - 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:  <b>Mondays</b>  <b>Wednesdays</b></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  <b>. 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.</b></p>	<p>In</p> <p>Out</p>