



# Newquay Primary Academy Curriculum overview



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Supporting SEN at Newquay Primary Academy

# Foreword

## *What is an ideal childhood?*

At Newquay Primary Academy we have done a lot of thinking about this question. What really matters to us as educationalists - and as parents? How can we make sure we give every child the chance to shine and be the best they can be? How can we make the most of our unique Cornish environment and heritage to fill children with wonder and a grounding sense of place?

What we agree on is that a child needs to feel from the very start that she or he is wanted, loved and valued for exactly who they are. There is no replacement for that; it is the most important thing. If that is not right from the very beginning, everything that follows is playing catch up and trying to make better that which is not good.

After that, it is about nurturing the individual genius of each child. Every child is unique and has their own strengths, weaknesses, and passions. It doesn't really matter what these might be. What matters is focusing on what it is they love and giving them the space and time to explore that.

We also believe that nature is a gift we should try to give to each child. Forming a relationship with nature early on is a very powerful thing. Newquay Primary Academy is situated in a unique location. We want children to grow up remember their childhood as a happy, safe place where they connected with Cornwall's beautiful natural environment.

We cannot forget that the core business of schools is ensuring that children and young people are able to read, write and be numerate. Obtaining an acceptable level of literacy and numeracy can greatly improve many factors in your life, including your social life, career prospects and social mobility.

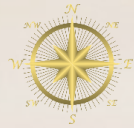
We are living in a rapidly changing world. Technological advances are making the need for numeracy skills more critical within the workplace. Our understanding of what it means to be literate has altered and current definitions take into account the literacy demands of the society we live in.

These are exciting times for our children and young people. Opportunities we cannot yet imagine are opening for them. Although we cannot be certain what the world of tomorrow will look like, we can be certain that there will always be a need to instil in our children universal human values. Values help us to grow and develop. They help us to create the future we want to experience. This is why a Newquay Primary Academy education is a values-based education.

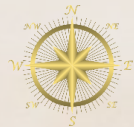
Values-based education is an approach that does not just teach children and young people about values. It provides a teaching environment in which pupils experience positive universal values *first-hand throughout their schooling*. It empowers schools to underpin their curriculum with universal positive human values such as respect, justice, equality, integrity, harmony, trust and honesty. It emphasises the centrality of all people in society and focuses on valuing self, others and the environment. Learning about values creates the culture of altruism, compassion, equality and justice which underpin the foundations of an ethically based society.

We know that you cannot give a young person a voice – they already have one. The skill is learning how to hear that voice and offering the space and opportunity for it to grow. What a values-based education does give each child is a moral compass and self-leadership. It enables children and young people to internalise and act on a code of personal ethics. They become the Captain of their own ship, which ultimately enables them to navigate their wonderful, individual journeys as custodians of our future.

# Our Vision



*Newquay Primary Academy is a place where there is no limit to what every child can achieve.* It is a place where every child has the chance to fulfil their unique potential. Newquay Primary Academy is a safe, calm, happy and purposeful place where every child feels wanted, loved and valued for exactly who they are. Our pupils have a sense of enthusiasm, wonder and curiosity about the world which never leaves them. They are lifelong learners with the knowledge, aspirations and skills to achieve their hopes and dreams for the future.



*Newquay Primary Academy is a values-based school.* Our historic school motto echoes our belief in the importance of doing the right thing, working hard together and being resilient in everything we do. Our pupils are given a strong moral compass. They value the differences in themselves and in others. They understand the importance of community cohesion and making a positive contribution to the community in which we live – and to our wider global community. Our whole staff team, parents and pupils are involved in promoting our values and recognising where others are 'living the values'.



*Newquay Primary Academy is situated in a unique location.* We provide our pupils with inspirational opportunities to connect not only with Cornwall's beautiful natural environment, but with our proud heritage and culture. Our pupils are confident and grounded, with a strong sense of place. They are proud ambassadors for our school and our values, both historic and present. Our school is co-located with Newquay Tretherras secondary school. Both academies are part of Cornwall Education Learning Trust (CELT). Because we share facilities and are part of the same trust we are able to offer a comprehensive and consistent approach to education. We are able to support each child – knowing them well as individual learners, tracking pupil progress and offering consistent pastoral care – for the whole of their learning journey from age 3 to age 18. Opportunities are also offered for our primary pupils to learn in specialist facilities, including science and technology rooms, not accessible to most primary school pupils.



# *Our* Mission

To promote an aspirational school ethos underpinned by human values based on valuing our self, each other, and our environment



# Our Motto

## Proba Tene (Hold Fast)

VERB: to bear down, stay the course, continue to believe in or adhere to an idea or principle.

SYNONYMS: to stay strong, do what is right, see it through, no surrender, stay true, continue to believe, grit it out.

“Hold fast” is a nautical term that has its origins from the Dutch “houd vast” (hold tight) referring to the importance of securely gripping a ship's rigging. The term encompasses perseverance and triumph over adversity. Throughout history, sailors have tattooed these eight letters onto their knuckles to remind them that they are strong enough to get through any storm if they hold fast both physically and mentally.

In physical terms, to hold fast means to bear down and fight through the storm. There is also an understanding among sailors that when on deck, you dedicate “a hand for the ship and a hand for yourself”. A ship needs every member in an emergency. If you are washed overboard you are no help to anyone. You need one hand to be secured to the ship before you can use the other hand to help your crew. That working hand is used to ensure the ship and all her crew will successfully make it through the storm.

In mental terms, to hold fast means to continue to believe in or adhere to an idea or principle. But let's not confuse this with being blindly stubborn to fixed ideas and beliefs. It means to stand with your convictions, your truths, your gut, and your heart. It means not being swayed, intimidated, convinced or coerced by outside forces to go against what you know is true and right. Hold fast to your inner voice and be proud to have the strength to be your own person.



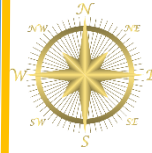
Integrity  
Respect  
Resilience  
Empathy  
Reflection



# Our Academy Values

HOLD FAST to what you know is right

## Integrity



Newquay Primary Academy pupils are given a strong moral compass. They understand right from wrong and have the strength and confidence to follow their moral and ethical convictions. They do the right thing, even when no one is there to watch or listen. They listen to their inner voice and do what is right. They stand their ground and ride the storm out when the voice of others telling them to do the wrong thing is loud and persuasive.

HOLD FAST to your own uniqueness

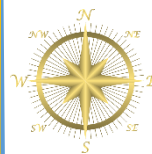
## Respect



Newquay Primary Academy pupils know that we are all created equal, but unique. They acknowledge and value differences in cultures, strengths, abilities and learning styles. They understand that lack of confidence and self-belief stems from the idea that we need to be something more to be who we are. They believe that the capacity, energy and power to be and do everything we want is already in each of us. As they face the storm, they hold fast to who they are, celebrate their own wonderful individuality and respect the right of others to do the same.

HOLD FAST and don't be afraid to fail

## Resilience

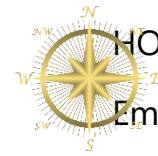


Newquay Primary Academy pupils know that life is full of adversity and challenge. They also know that learning from failure is what leads to innovation and eventual success. A growth mindset enables them to thrive – academically and personally. It brings perspective and enables them to bounce forward in life. When the seas of life get stormy, no matter how strong the storm, they know that this too shall pass, they hold fast to what is right and keep going with grit and determination.





# Our Academy Values



HOLD FAST and work with your crew

## Empathy

Newquay Primary Academy pupils connect with each other and understand and share in our humanity. They allow each other to be truly heard and listened to. They always look for the best in others. They are able to “walk in someone else’s shoes” and they don’t pass judgements or make assumptions. They always act and behave with compassion. When the storm comes, they do what they need to do to help their crewmates because they know that putting your team before yourself is the ability that makes us truly human.

HOLD FAST and then reflect on your journey

## Reflection



Newquay Primary Academy pupils know that self-reflection brings learning to life. Reflective practice helps them find relevancy and meaning in their lessons and make connections between their learning experiences and real-life situations. This helps them to achieve in school. When the storm has passed, they consciously think about their experiences, actions, feelings, and responses, and then ask themselves questions about what they did, how they did it, what they learnt from doing it – and how they could do it better next time.

“Life can only be understood backwards, but it must be lived forwards.” Søren Kierkegaard





# Values-based Education

## Our School Ethos

Our mission at Newquay Primary Academy is to promote an aspirational school ethos underpinned by human values based on valuing our self, each other, and our environment.

Our aim is to ensure that every child achieves their potential by promoting a school ethos underpinned by core human values such as respect, justice, integrity, harmony, trust and honesty. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

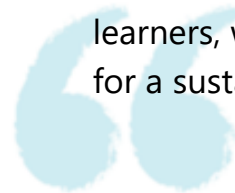
## What is Values-based Education?

Values-based education is an approach to teaching that empowers schools to underpin their life and curriculum with universal positive human values. It is proven to create a strong learning environment that enhances academic achievement and has a profound impact on learners, schools and on the wider community.

A positive learning environment is achieved through the positive values modelled by staff throughout the school. It quickly liberates both teachers and pupils from the stress of confrontational relationships, which frees up substantial teaching and learning time. It provides social capacity to pupils, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

The wider long-term impact is seen on families and communities. A values-based education emphasises the centrality of all people in society. Learning about values creates a culture of altruism, compassion and justice – which offers an alternative to one based on money and profit.

We believe we are at the foothills of a new era of education, one which is more in tune with our young learners, with their needs and with the needs of society for a sustainable, compassionate and peaceful future.





# Our unique Location

## Right on our Doorstep...

At Newquay Primary Academy we are lucky to be situated on Cornwall's Atlantic coast. Newquay has been at the heart of UK surfing for half a century. Right on our doorstep we have the unspoilt beaches of Porth, Lusty Glaze, Tolcarne, Great Western, Fistral and Crantock. A stone's throw away is Newquay's medieval harbour with its Huer's Hut, originally built for fishing and rebuilt as a mineral port in the mining boom of the 18th and 19th centuries. Just down the road are the salt marshes of the Gannel estuary which is an important habitat area earmarked for protection within a Marine Conservation Zone. We are also located within walking distance of Newquay Sports Centre, Newquay Zoo, the Blue Reef Aquarium, the Celtic Barrowfields and Trenance Botanical Gardens.

## The Gift of Childhood

With so many opportunities for outdoor learning, nature play and physical activity, at Newquay Primary Academy our curriculum is not only enriched with experiences to deepen each child's world understanding, but also to promote healthy living for life. Our pupils take part in a wide range of multi-day expeditions, woodland and coastal learning, youth and community activity courses, school residential trips, outdoor and adventure sports coaching, and sail training experiences.

As parents we want to give our children the gift of a safe, happy childhood filled with fun, adventure and wonder. Outdoor learning at Newquay Primary Academy involves discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. Outdoor learning has powerful and positive impacts on children's healthy growth and development. It provides opportunities for children to develop a sense of wonder and curiosity about the world around them. It also provides opportunities for us to teach them about environmental issues on local and global scales and in meaningful ways.

Our pupils are confident and grounded, with a strong sense of place and a lifelong curiosity about the world around them.



**Newquay really is a special place for a special childhood. Our pupils engage in well-planned structured activities which make use of fantastic opportunities to learn in our local, coastal environment. Learning is memorable and relevant.**

# Our Curriculum

Our curriculum follows the National Curriculum. It is designed around the needs of our cohort and the rigorous demands of the primary and secondary assessment frameworks. What is different about Newquay Primary Academy is our strong focus on:

- *Sport and healthy/ active lifestyles*
- *Learning outdoors in our coastal environment*
- *Extra-curricular activities*

All curriculum subjects use opportunities for pupils to learn in our local, coastal environment in order to make their learning more memorable and relevant. Our Outdoor Learning Policy focuses on how our unique local environment can be used to reinforce learning e.g. Local History in Newquay studying the science of the coast.

Our curricular aims are:

- *To create a culture of very high aspiration and enable every pupil to make outstanding progress regardless of their starting point.*
- *To support every pupil to use language and numbers effectively, ensuring that every pupil obtains an acceptable level of literacy and numeracy in order to support them to improve their social life, career prospects and social mobility in a rapidly changing world.*
- *To develop lively, enquiring minds, fostering in every pupil the ability to question and argue rationally and to apply themselves enthusiastically to tasks and physical skills.*
- *To encourage in our pupils a respect for religious and moral values and tolerance of other races, religions and ways of life.*
- *To help our pupils appreciate human achievements and aspirations and inspire them to set themselves aspirational goals and targets.*
- *To follow the National Curriculum, promoting physical and mental health with an emphasis on sport and physical activity, making use of our coastal environment.*
- *To ensure that 100% of our disadvantaged pupils achieve expected progress in reading, writing and mathematics.*
- *To achieve a KS2 value added for all subjects which is average or above for disadvantaged students and those with special needs.*



# Inclusivity

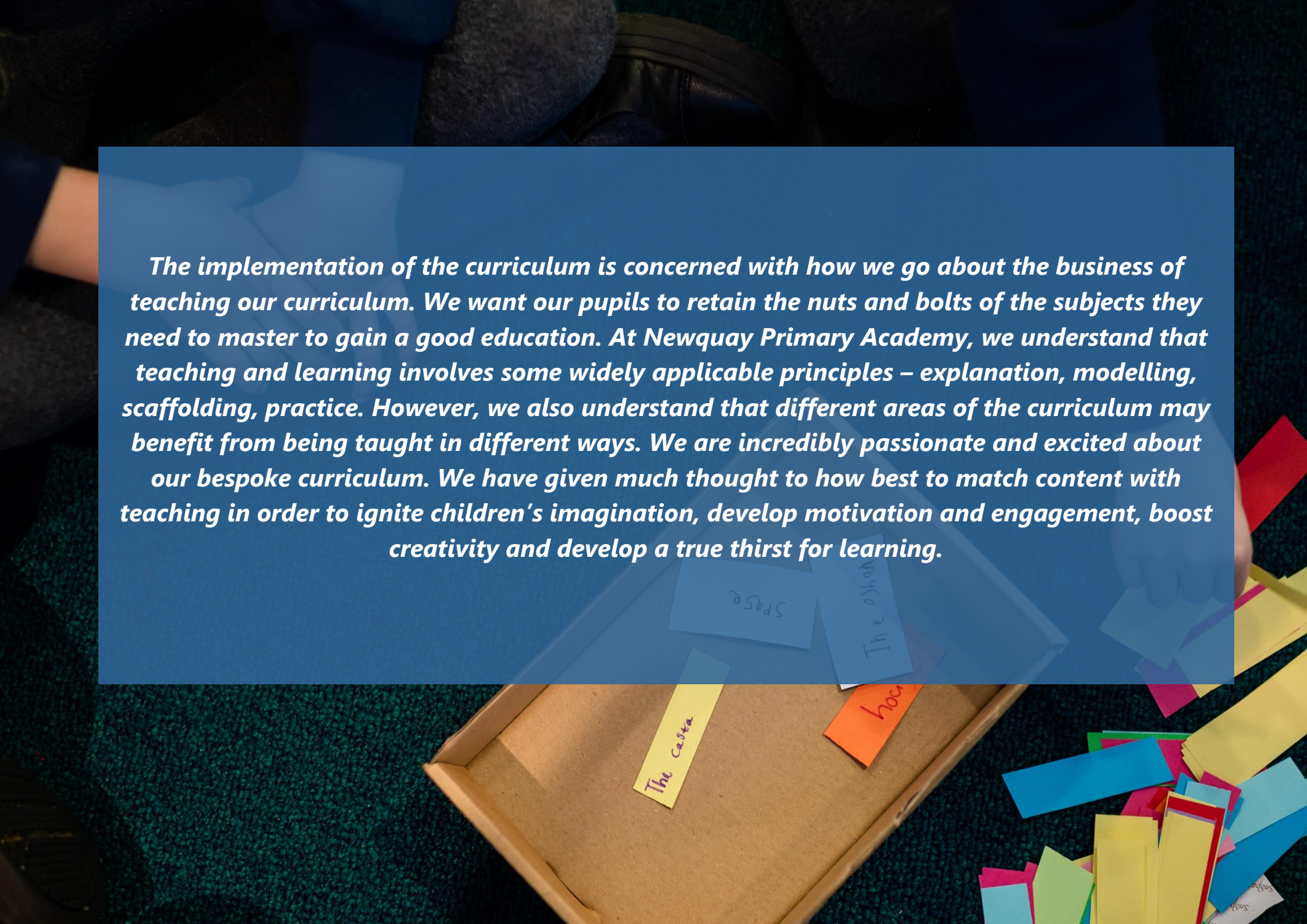
We promote the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

- *We seek to ensure that every pupil has equal access to our full range of educational opportunities.*
- *We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity.*
- *We are proactive in promoting racial equality and good race relations and tackle discrimination wherever it may occur.*
- *We challenge personal prejudice and stereotypical views, whenever they occur.*
- *We value each pupil's worth and celebrate the individuality and cultural diversity of the community centred on our school.*
- *We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and understanding of the viewpoints of others, we promote positive social attitudes and respect for all.*



*The intent of the curriculum is the content we expect children to learn. Intent also covers the sequence in which our pupils encounter the curriculum.*

*At Newquay Primary Academy our curriculum is taught with the consideration of the needs of all learners. We aim for our curriculum to be exciting and to inspire children to nurture a passion for lifelong learning, encouraging inquisitiveness and confidence in our pupils. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our curriculum is enhanced by our commitment to values-based education, and, through this, we provide learning experiences which promote confident, self-motivated pupils who are driven to make a positive difference to our community.*

A top-down view of a person's hands holding a cardboard box. The box is filled with various colored sticky notes (yellow, orange, blue, pink, green). Some sticky notes are already attached to the inside of the box, with handwritten text. One yellow note says 'The Costa', an orange note says 'hoc', a blue note says 'SPase', and another blue note says 'The oshah'. The background is a green carpet. A semi-transparent blue box is overlaid on the image, containing white text.

*The implementation of the curriculum is concerned with how we go about the business of teaching our curriculum. We want our pupils to retain the nuts and bolts of the subjects they need to master to gain a good education. At Newquay Primary Academy, we understand that teaching and learning involves some widely applicable principles – explanation, modelling, scaffolding, practice. However, we also understand that different areas of the curriculum may benefit from being taught in different ways. We are incredibly passionate and excited about our bespoke curriculum. We have given much thought to how best to match content with teaching in order to ignite children’s imagination, develop motivation and engagement, boost creativity and develop a true thirst for learning.*



The impact of the curriculum lies in whether our pupils have actually learnt the things our teachers have taught them. How do we know whether our pupils know what we think they know? At Newquay Primary Academy, in order to evaluate how well our pupils learn the content outlined in our curriculum we use a variety of assessment strategies.

- *In-school formative assessment – such as: observational assessment, marking of books, oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, quick re-cap questioning, moderation and assessment*
- *In-school assessment for learning – such as: sharing learning goals/intentions/objectives, using consistent feedback and marking strategies, pupil self-assessment and peer assessment, use of effective questioning and response, target setting*
- *In-school summative assessment - such as: Termly formal PIRA, PUMA, GAPS standardised assessment/SAT style tests in Reading, Spelling, Grammar and Maths, Year 3 baseline formal standardised tests in Reading, Spelling, Grammar and Maths and teacher assessment for writing*
- *Nationally standardised assessment – such as: End of Key Stage 2 Standard Attainment Tests (SATs)*
- *In-school systems and processes - The Head of School and the Senior Leadership Team have developed systems and processes that have been designed to integrate assessment recording and reporting with curriculum planning.*



# Prioritising Reading

## All staff are reading experts

Newquay Primary Academy staff effectively use professional development training delivered by the Kernow English Hub, RWI (Read Write Inc.) and the English subject lead to improve their knowledge and teaching of reading so that they are teachers who read and readers who teach.

## Reading curriculum

Newquay Primary Academy is proud of its provision of a progressive reading curriculum. We recognise that reading is an essential skill therefore, reading lessons are prioritised.

Reading is at the heart of our learning at Newquay Primary Academy. After our daily Read, Write, Inc. (RWI) lessons, we incorporate reading into our curriculum time. In EYFS, this takes the form of Discover & Do time. The children navigate different challenges, often having to read to complete tasks – such as ‘What do I have to add to the magic potion?’ and ‘What is the space alien asking me?’ The children love the reading challenges as they always have a fun purpose.

This progresses to a wide variety of reading opportunities throughout Key Stage 1.

The children also vote every day for which story we will have in storytime, which is linked to their Fundamental British Values learning on democracy. We have a wealth of specially chosen texts that develop a lifelong love of stories and non-fiction texts. The children will often act out our stories afterwards using puppets, our story telling box or songs and rhymes, which helps develop excellent language skills and encourages them to use new vocabulary.

## Checking pupils progress

Class teachers have a clear view of where all pupils are in their reading progress. In addition, all staff have high expectations for the progress that their pupils will make throughout the academic year.

Teachers closely monitor reading progress during each term, so they can support any pupil falling behind age-related expectations.

From Year 1, pupils take termly standardised tests (PIRA).

Teacher check pupils’ progress following daily reading lessons and provide extra support where needed. Some pupils receive short ‘catch-up’ intervention during the afternoons.

**Through formative and summative assessments teachers identify when pupils are falling behind in reading and provide effective support to catch up quickly.**





**Each year group select high-quality texts that inspire pupils and introduce them to a widening range of authors. The texts are carefully chosen to ensure a wide range of ethnicity and diversity, which are used to enhance Newquay Primary Academy's thematic curriculum as well as providing a broader cultural understanding.**



# Phonics

From the start

It is our mission to ensure that every child is a fluent reader by the end of Key Stage 1, therefore early reading is our priority. Children are taught daily by a Read Write Inc. (RWI) teacher in groups organised by stage, not age. In addition, 10 minute daily 1:1 sessions take place to ensure that all pupils 'keep up not catch up'. Children are assessed half termly, progressing rapidly through the programme.

RWI uses phonics – a method of learning to read words that is taught from the start of Reception. Children are taught sounds associated with written letters. For example, 'c' makes a ccc sound, 'a' makes an ahh sound and 't' makes a ttt sound. They are then taught to blend these sounds together – c-a-t makes the word cat.

We encourage parents and carers to take an active role in helping your child to become a fluent reader. There are lots of things that can be done at home to support all the hard work happening in the classroom. Some ways include:-

1. Parents can learn the sounds associated with each letter, ensuring they are familiar with the sounds being taught in the academy
2. Get some flashcards at home to practice sounds and blending with children
3. Read together every day – 10 minutes of reading together can really help to build a child's confidence and is a great opportunity for both parents and children to practice this new skill

# Read Write Inc.

Read Write Inc. Phonics is a dynamic programme that teaches pupils to read and write through a consistent, whole-academy approach. First, pupils learn the common sounds in the English language and how to sound-blend words for reading; at the same time they develop skills of handwriting and spelling. They progress to read and comprehend lively storybooks containing words that they can decode so they achieve early success in reading.

A key element of the Read Write Inc. approach is that practice across the academy is completely consistent. This is achieved because every member of staff is trained, coached and supported to be an expert in the teaching of reading. Pupils are grouped by ability allowing lessons to specifically address individual learning needs.

## Early Reading and Read Write Inc. Phonics

Reading is our priority for all pupils, we know that reading well is the gateway to all other subjects: academy leaders and staff recognise that reading is a skill that gives them access to the rest of the curriculum and to life-long learning. We ensure training and monitoring of reading is in place and it is regularly reviewed. The systematic, synthetic phonics programme of Read Write Inc. is delivered daily to EYFS and KS1.

## Programme and progress

Read Write Inc. Phonics is a systematic and enjoyable programme that teaches pupils to read and write quickly and easily. Pupils who fall behind, are quickly identified and, are supported through 1:1 tutoring.

## We teach phonics from the start

Pupils are grouped by 'stage not age' allowing lessons to specifically address individual learning needs. Our pupils begin their reading journey from the first week in EYFS, when they are introduced to the first sounds in the Read Write Inc. programme.

## We ensure books match sounds taught

Through the Read Write Inc. programme, pupils are given books that match the sounds that they have been taught, in the order they are taught. Pupils are then able to read with confidence and practise their reading at home with Read Write Inc. Book Bag Books. They also have access to the full collection of Read Write Inc. Storybooks via the Oxford Owl eBook Library.

## We are all early reading experts

A key element of the Read Write Inc. approach is that practice across the academy is completely consistent. This is achieved because every member of staff is trained, coached and supported to be an expert in the teaching of reading.

# Art



**Art** is essentially a means of expression and communication and plays a highly important part in children's creative and sensory development. It is the manifestation and appreciation of ideas, thoughts and feelings through a variety of two and three-dimensional media. It allows children to make thoughtful judgements about life and helps them to shape the environment in interesting ways. It encourages creativity and values observation and originality.

# Newquay Primary Academy –Autumn Term 1 Sequence– Art



	RECEPTION	YEAR 1 Collage – Arcimboldo	YEAR 2 Artist study: Design and Pattern- Yayoi Kasama
<b>INTENT</b>	<p><b>Prior knowledge...</b> In EYFS the children have explored materials and developed imaginative play</p>	<p><b>Prior knowledge...</b> In EYFS the children have explored materials and developed imaginative play</p>	<p><b>Prior knowledge...</b> In Y1 the children have explored mark making using different materials</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	To explore materials freely, join materials together, develop their own ideas and creations	To learn about the work of artist, Arcimboldo, and create a collage influenced by his own work.	To learn about the work of a Japanese artist and use her style to create pattern in designs.
<b>SEQUENCE OF LESSONS</b>	<p>Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, improve</p> <p><b>Tools and Techniques</b></p> <ol style="list-style-type: none"> <li>1. Use tools to manipulate materials such as scissors to cut fabric to create our Supertato capes</li> <li>2. Use small beads and string to create necklaces</li> <li>3. Use mirrors to draw fine line self portraits</li> <li>4. Create birthday cakes from play dough using a variety of tools</li> <li>5. Use crab hammer and golf tees getting ready to use real tools</li> <li>6. Use a variety of tools and attaching techniques to make traps to catch Evil Pea with Junk Modelling</li> </ol> <p><b>Exploring colour</b></p> <ol style="list-style-type: none"> <li>1. Using a variety of tools such as stamps, pipettes, rollers to experiment mixing primary colours</li> <li>2. Broaden the language of colour – bright, light, lighter, darker etc</li> <li>3. Understand the Autumnal colour pallet creating natural art displays</li> </ol>	<p>Arcimboldo, artist, portrait, collage, cut, stick, design</p> <ol style="list-style-type: none"> <li>1. To look at the artist 'Arcimboldo'</li> <li>2. To practically make face portraits using physical fruit and vegetables as a group</li> <li>3. To cut out fruit and vegetables to make a face collage in the style of Arcimboldo.</li> </ol>	<p>Artist, pattern, colour, contrast, decorate, design</p> <ol style="list-style-type: none"> <li>1. Session 1 look at Yayoi Kasama as an artist and a variety of her work.</li> <li>2. Create patterns in her style, using vibrant colour (Look at contrast).</li> <li>3. Apply patterns to everyday objects: use pumpkins and gourds like her examples.</li> <li>4. Artist visit – Claire Britcliffe</li> <li>5. Create pictures of Yayoi in Claires style with big sunglasses.</li> <li>6. Complete the bright coloured pictures as a fusion of the two styles.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	The children will make finger puppets to retell the story of Supertato, build our own trap to catch Evil Pea, make Supertato puppets	To create a face collage in the style of Arcimboldo and share on tapestry with parents.	Patterned pictures, Decorated Gourds, Painting of Yayoi Kasama in fusion of styles: Yayois and Claire Britcliffe's



# Newquay Primary Academy –Autumn Term 2 Sequence – Art



## RECEPTION

### Prior knowledge...

The children have made finger puppets to retell the story of Supertato, built their own trap to catch Evil Pea, made Supertato puppets to retell the story

To explore and use a range of artistic effects to express themselves in large scale art projects and Christmas crafts

Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, improve

### Tools and Techniques

1. To create Henri Matisse Art inspired by the Snail
2. Use tools to manipulate clay to make a gingerbread man, nocturnal animal and diyas lamp
3. Use a variety of tools and attaching techniques to build a house for Percy Pig
4. Explore various artistic effects to create Poppy pictures, Christmas cards and presents

### Exploring colour

5. Using a variety of tools such as stamps, pipettes, rollers to experiment mixing primary colours
6. Broaden the language of colour – bright, light, lighter, darker etc
7. Understand the Autumnal colour pallet creating natural art displays

The children will create Christmas gifts for their family and build a house for Percy Pig.

## YEAR 1

### Colour mixing and Printing using ready-made paint

### Prior knowledge...

In EYFS the children have explored materials and developed imaginative play

To recognise primary colours and use an experimental approach to simple colour mixing to discover secondary colours.

Primary colours, secondary colours, tertiary colours, colour wheel, mix, print

4. To identify and use primary colours on the colour wheel.
5. To mix primary colours to make secondary colours on the colour wheel.
6. To mix tertiary colours on the colour wheel.
7. To mix and use secondary and tertiary colours.  
To use a fork to print firework shapes onto black card.  
To draw around a template of the Houses of Parliament and cut it out to glue on to firework background.

To use printing to create a fire work night image using primary, secondary and tertiary colours.

## YEAR 2

### Explore and Draw; Drawing skills

### Prior knowledge...

In Y1 children have practiced mark making using a variety of different materials. Children have explored the colour wheel – primary, secondary and tertiary colours.

In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and re-present through drawing. See accompanying PDF <https://www.accessart.org.uk/explore-draw/>

Continuous line drawing, patterns, sequence, symmetry, pictorial representation, repetition, media, techniques, tactile, digital collage, resist,

1. **To know that Artists Are Collectors & Explorers:** Using sketchbooks if available, introduce children to the idea that artists are often collectors and explorers.
2. **To explore and collect:** Create “Patterns With Nature”. Photograph Your Work. Create “Digital Collages” using this resource.
3. **To complete two drawing exercises:**  
Exercise One: Continuous Line Drawing Exercise  
Exercise Two: Feely Drawings
4. **Project: Wax Resist Autumn Leaves:** Follow the “Wax Resist Autumn Leaves” resource.
5. **Project: Wax Resist Autumn Leaves:** Follow the “Wax Resist Autumn Leaves” resource.
6. **Reflect, Share, Talk**

Children will have a collection of drawn and printed images using naturally occurring objects and leaves. This can be used to create a seasonal exhibition of their artwork.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# Newquay Primary Academy –Spring 1 Term Sequence – Art



	RECEPTION	YEAR 1 3D Papier Mache and Clay	YEAR 2 Sistine chapel – Michaelangelo
<b>INTENT</b>	<p><b>Prior knowledge...</b> The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts</p> <p>To be emerging artists, creating art using a range of techniques individually and with my peers</p>	<p><b>Prior knowledge...</b> The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts</p> <p>To use a range of materials creatively to design and make products. To explore modelling materials such as papier mache and clay. To use found objects to be used as tools to press into clay to create texture.</p>	<p><b>Prior knowledge...</b> Children have used a range of materials creatively to design and make products.</p> <p>To know about the renaissance art movement and two artists in particular. To understand how art styles have changed over time. To look at the renaissance artists' style and subject matter and produce artwork inspired by their approaches.</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, improve	Colour, pattern, texture, design, paper mache, clay,	Renaissance, develop, movement, sculptor, inventor, representations,
<b>SEQUENCE OF LESSONS</b>	<p><b>Tools and Techniques</b></p> <ol style="list-style-type: none"> <li>To create Van Gough art inspired by a Starry Night</li> <li>Use a variety of tools to create planets, aliens, masks, dragon machines and dragon mobiles.</li> <li>Use tools and attaching techniques to build rockets, conker comets, space helmets and parachutes</li> <li>Explore various artistic effects to create a class solar system and a Chinese blossom tree.</li> </ol> <p><b>Exploring colour</b></p> <ol style="list-style-type: none"> <li>Use pipettes and straws to experiment mixing primary colours when I create my own planet.</li> <li>Broaden the language of colour – bright, light, lighter, darker etc when painting a starry night</li> </ol>	<ol style="list-style-type: none"> <li>Dinosaur eggs - To cover a balloon with newspaper and PVA glue mix.</li> <li>Dinosaur eggs - To use own ideas and imagination to paint dried papier Mache balloon using ready mixed paint – colour mixing.</li> <li>Clay fossils - To investigate how to make imprints in clay in the style of fossils.</li> </ol>	<ol style="list-style-type: none"> <li>To create a 'Timeline of Art'.</li> <li>To learn about two renaissance Artists called DaVinci and Michelangelo.</li> <li>To mimic the style of Michelangelo's method of painting on the Sistine Chapel ceiling.</li> <li>To explore the different styles of Leonardo DaVinci.</li> <li>To recreate Renaissance classics in photos. (Use for Easter Cards)</li> <li>To create a poster summarising what we know about the Renaissance artists.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	The children will create their own planet, build rockets, conker comets, space helmets, aliens and dragons using a wide range of techniques and colours	To display dinosaur eggs and fossils for parents at dinosaur museum.	Create a collection of images and posters to display that explain the Renaissance. Create printed Easter cards from the photographic recreation of The Last Supper or similar Easter themed renaissance classics.

# Newquay Primary Academy –Spring 2 Term Sequence – Art



## RECEPTION

### Prior knowledge...

The children can create art using a range of techniques individually and with peers with peers

## YEAR 1 Observational animal drawing – Durer 1515

### Prior knowledge...

The children can create art using a range of techniques individually and with peers.

## YEAR 2

### Michaelangelo and Leonardo Da Vinci : Renaissance artist focus. Cistine Chapel painting

### Prior knowledge...

Children have explored a variety of drawing materials including pencil, wax and charcoal to complete observational drawing. Children have been given time and space to engage with the physical world to stimulate a creative response.

## INTENT

To create collaboratively exploring a range of materials

To begin to explore a variety of drawing materials including pencil, wax and charcoal.  
To explore observational drawing.  
To be given time and space to engage with the physical world to stimulate a creative response (seeing and hearing – Zoo trip)

To research Renaissance artists and imitate their work using drawing and paints.

## VOCABULARY / STICKY KNOWLEDGE

Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, improve

Line, shape, pencil, wax, charcoal,

Renaissance, Michaelangelo, Da Vinci, Sistine Chapel, modern, ancient, realistic

## SEQUENCE OF LESSONS

### Tools and Techniques

1. To create sunset art inspired by The Night Dragon.
2. Use a variety of tools collaboratively to create a role play castle that we improve on each week.
3. Use tools and attaching techniques to build parachutes, vehicles, and hot air balloons.
4. Explore various artistic effects to create a class dragon.

### Exploring colour

1. Use water colours with increasing complexity to paint Spring pictures, butterflies and my personal projects.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting our butterflies and making stained glass windows.

11. Drawing exercises which include line and texture using pencil, wax and charcoal.
12. Research and look at the work of Albrecht Durer (animal drawings) – children to create a fact file about Durer
13. Observational drawing using pencils, wax and charcoal from photos in the style of Durer's work- Children have choice of different paper sizes
14. Drawing from life at the zoo using pencils  
Photography of animals using tablets (1 between 3)
15. Choose favourite media and size to draw own animal using photos from the zoo.
16. Evaluate and exhibit art work.

1. To order and discuss artworks on a timeline.. Sort art into what they think the timeline might be to spark oracy, reasoning and hypotheses in Art discussion. See if children can use any vocabulary e.g. modern, ancient, realistic, themes etc. Introduce Traditional, modern and contemporary terms.
2. To find out who the Renaissance artists were. Take some examples of renaissance art from the selection in lesson 1 and look at the style. Consider who the artists were. Basic research of lives of Michelangelo and Da Vici.
3. To imitate a Renaissance artist: Focus on Michelangelo. Sistine Chapel painting : under desks , lying on the floor, children to paint a known scene from Genesis: Adam and Eve, creation or Noah's Ark (RE link) <https://www.littlerunningteacher.com/the-sistine-table-painting-like-michelangelo/>

**OUTCOME /  
COMPOSITE**

The children will create a role play castle using a wide range of techniques including colourful stain glass windows and shields.

To display photos and drawings together and post on tapestry.

4. To imitate a Renaissance artist: Focus on Da Vinci. Look at Mona Lisa, Last supper and Invention drawings. Focus on his drawings of the helicopter and car. Children draw in his style; imaginative drawings of how a car / computer / bike / aeroplane works. Use pencil on buff sugar paper and go over in brown or ochre colouring pencil to be in his style.
5. To recreate Renaissance classics in photos. Children use props, fabric, layout etc to create The Last Supper for Easter Cards. Tie in with the Easter Story/ RE. Extension; recreate other renaissance pics as photos too.
6. To create a poster about Renaissance artists. Summarising all they have learnt, poster can include timeline, printouts of their Sistine Chapel style paintings, invention drawing and Last Supper recreation with annotations/ speech bubbles for ideas and evaluations.

To imitate a Renaissance artist and to create a poster about Renaissance artists.

# Newquay Primary Academy –Summer Term 1 Sequence – Art



	RECEPTION	YEAR 1	YEAR 2
<b>INTENT</b>	<p><b>Prior knowledge...</b> The children can create collaboratively using a range of materials.</p> <p>To plan and use tools successfully to create art and role play props.</p>	<p><b>Drawing and collaging botanical fairies</b> <b>Prior knowledge...</b> Children have had the opportunity to create collaboratively using a range of materials.</p> <p>To explore mark making to start to build mark making vocabulary. To explore a variety of drawing materials including pencil, pen and chalk. To use basic tools to help deconstruct (scissors) and construct (glue).</p>	<p><b>Portraiture in the style of Frieda Kahlo</b> <b>Prior knowledge...</b> Children have used a range of materials creatively to design and make products.</p> <p>To investigate the style of portraits created by Freida Kahlo and use these to portray a member of staff in my class.</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, improve	Mark making, pencil, pen, chalk, deconstruct, construct	Freida Kahlo, Artist, Portrait, observational drawing,
<b>SEQUENCE OF LESSONS</b>	<p><b>Tools and Techniques</b></p> <ol style="list-style-type: none"> <li>To create butterfly and ladybird art using symmetry.</li> <li>Use a variety of tools and techniques to create a home and accessories for my pet, explaining my process and make improvements.</li> <li>Use tools and attaching techniques to build my plate animal, caterpillar, ribbon wand and crown.</li> <li>Experiment with colour, design and texture to make animal print designs, frogs and wings.</li> </ol> <p><b>Exploring colour</b></p> <ol style="list-style-type: none"> <li>Use water colours with increasing complexity to paint Spring pictures, butterflies, animals, and my personal projects.</li> <li>Broaden the language of colour – bright, light, lighter, darker etc when painting our butterflies and making mini beasts.</li> </ol>	<ol style="list-style-type: none"> <li>To explore mark making using pencils, pen and chalk.</li> <li>Explore Flower fairies books <u>The Fairies of The Summer Archives - Flower Fairies</u> and observe and collect flower petals.</li> <li>To use imagination to draw the outline of a flower fairy. To use scissors to deconstruct and glue to construct petals on to fairy to make clothes and accessories. To draw or paint their flower fairy to include petal clothes and accessories.</li> <li>To use chalk to draw flower fairy outline on a larger scale outside. To use petals to create clothes and accessories for fairies.</li> </ol>	<ol style="list-style-type: none"> <li>Learn about the artist (Use book 'Little people, Big Dreams')</li> <li>Look at Frieda's features and the themes she uses in her paintings. Children do observational drawing of their teacher/ TA (revisit skills from observations drawings taught in Y1)</li> <li>Develop drawings from previous lesson to incorporate accessories (from imaginations – expressive use of imagery) that portray the persons character, plus animals and background too.</li> <li>Apply colour to finished portraits.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	The children will create symmetrical butterfly wings, mini beasts and pet accessories.	To draw and collage a fairy to use as a character in oral story telling. To display painted flower fairies and photos of chalk flower fairies on tapestry.	Portraits exhibited and shared on tapestry

# Newquay Primary Academy –Summer Term 2 Sequence – Art



## RECEPTION

### Prior knowledge...

The children can plan and use tools successfully to create mini beast art and props.

The children will plan and review their creations, using a range of tools and techniques.

Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, improve

### Tools and Techniques

1. To create a sea scape using shade and shadow inspired by Monet, Cross and Turner.
2. Use a variety of tools and techniques to create sea creatures explaining my process and make improvements.
3. Build a boat using chosen resources that can float across the role play ocean.
4. Use tools and attaching techniques to build my plate octopus and fish wand.
5. Experiment with colour, design, and texture to make clay marine creatures.

### Exploring colour

1. Use water colours with increasing complexity to paint my wishing fish, boat and mermaid tail.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting sea creatures and rainbow fish tissue collages.

The children will create detailed sea creatures from clay and explain their creative process.

## YEAR 1

### Exploring through watercolour influenced by Turner

### Prior knowledge...

The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts.

To learn about the work of artist, Turner, and create a watercolour scene influenced by his own work.  
To enjoy using watercolours.

Watercolour, artist, Turner, coastline

17. To watch video on accessart and experiment water colour paints.
18. To research modern artist Turner and look at some of his art work.  
To paint from observation (Turners artwork) using watercolour paints
19. To paint in the style of Turner a coastline scene in Newquay (include huers hut or other Newquay landmark)

To use watercolours so paint a coastline scene of Newquay in the style of Turner.

## YEAR 2 Drawing skills

### Prior knowledge...

a variety of different media can be used for mark making. That pressing harder makes more intense marks. Media can be used to create continual line drawings.

This is a short, stand alone unit for pupils to discover the media of charcoal. (2 sessions)  
DISCOVERING CHARCOAL:  
<https://www.accessart.org.uk/discovering-charcoal-for-children/>

Charcoal, media, light , shade, shadow, highlight, texture, experiment, continual, apply, layer.

1. To experiment with a range of methods to layer, mark and shade with charcoal and chalk.
2. To apply charcoal effects to previously learned drawing techniques. (Use the markmaking and the continual line drawing from Autumn term to create some larger scale charcoal drawings of a specified item to be determined by Y2 teacher.)

Each child to create a larger scale charcoal drawing of an item eg school bag / shoe for an end of term exhibition.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# Computing



***Computing and ICT (Information and Communications Technology) play a vital role in our lives, particularly in current times where technologies are constantly changing and evolving. A sound knowledge and understanding of ICT and Computing enables and prepares pupils to be active participants in a world where work, and other activities, are increasingly transformed by access to varied and developing technology.***

**It is our duty as educators to ensure all children have access to an education in which such technologies are available and skills taught and practiced to a high standard in a variety of ways.**

# Newquay Primary Academy –Autumn Term 1 Sequence – Computing



## RECEPTION

Prior knowledge...

## YEAR 1

### Technology around us

Prior knowledge...

In EYFS children have experienced using I pads and have used various programs on the interactive white board.

## YEAR 2

### Information and technology around us

Prior knowledge...

Children will know the different parts of a computer and will have developed the basic skills needed to effectively use a computer keyboard and mouse.

## INTENT

Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

## VOCABULARY / STICKY KNOWLEDGE

Technology, computer, laptop, mouse, keyboard, type, edit, text, responsibly, safety

IT, safety, responsibly,

## SEQUENCE OF LESSONS

1. Internet safety- Online Bullying - I can describe how to behave online in ways that do not upset others and can give examples.
2. Technology around us
3. Using technology
4. Developing mouse skills
5. Using a computer and keyboard
6. Developing keyboard skills
7. Using a computer responsibly

1. Internet safety
2. What is IT?
3. IT in school
4. IT in the world
5. The benefits of IT
6. Using IT safely
7. Using IT in different ways

## OUTCOME / COMPOSITE

Children will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.

Children will develop their understanding of technology and how they interact with it. They will be able to identify common features of IT and have a deeper understanding of using technology safely and responsibly.



# Newquay Primary Academy –Autumn Term 2 Sequence – Computing



## RECEPTION

Prior knowledge...

## YEAR 1

### Programming A – Moving a robot

Prior knowledge...

In EYFS children have experienced using I pads and used various programs on the interactive white board.

## YEAR 2

### Programming A – robot algorithms

Prior knowledge...

Children have explored using commands to programme a floor robot and have begun predicting outcomes.

## INTENT

Children will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs

This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

## VOCABULARY / STICKY KNOWLEDGE

Command, direction, sequence, program, left, right, forwards, backwards, turn, move, north, east, south, west

Sequence, outcome, algorithm, debug

## SEQUENCE OF LESSONS

1. Internet safety - Online relationships - I can explain why it is important to be considerate and kind to people online and to respect their choices.
2. Buttons – To explain what a given command will do
3. Directions – To act out a given word
4. Forwards and backwards - To combine 'forwards' and 'backwards' commands to make a sequence
5. Four directions - To combine four direction commands to make sequences
6. Getting there - To plan a simple program
7. Routes - To find more than one solution to a problem

1. Internet safety
2. Giving instructions - To describe a series of instructions as a sequence
3. Same but different - To explain what happens when we change the order of instructions
4. Making predictions - To use logical reasoning to predict the outcome of a program
5. Mats and routes - To explain that programming projects can have code and artwork
6. Algorithm design - To design an algorithm
7. Break it down - To create and debug a program that I have written

## OUTCOME / COMPOSITE

To design an algorithm to navigate their robot across a simple map.

To design an algorithm to navigate their robot across an obstacle course, collecting points by covering certain squares and losing points if they hit an obstacle.

# Newquay Primary Academy – Spring Term 1 Sequence – Computing



## RECEPTION

Prior knowledge...

## YEAR 1

### Creating Media – Digital Writing

Prior knowledge...

In EYFS children have experienced using I pads and used various programs on the interactive white board.

## YEAR 2

### Making Music

Prior knowledge...

Children have experienced using ipads and laptops and use various programmes including word, paint, scratch jnr.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Children will also consider how to change the look of their text and will be able to justify their reasoning in making these changes.

Keyboard, mouse, text, toolbar, font, size

1. Internet safety - Online reputation - I can describe what information I should not put online without asking a trusted adult first.
2. Exploring the keyboard
3. Adding and removing text
4. Exploring the toolbar
5. Making changes to the text
6. Explaining my choices
7. Pencil or keyboard

Children will use the keyboard to type up a piece of their own writing and make choices on how to present it (size, font, colour).

Children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally. Children will look at patterns and purposefully create music.

Rhythm, Pattern, Notes, Tempo, Digital

1. Internet safety - Online reputation - I can explain how information put online about someone can last for a long time.
2. How music makes us feel
3. Rhythms and patterns
4. How music can be used
5. Notes and Tempo
6. Creating digital music
7. Reviewing and editing music

Children will use a computer to purposefully create music (linked to topic).

# Newquay Primary Academy – Spring Term 2 Sequence – Computing



## RECEPTION

Prior knowledge...

## YEAR 1

### Creating Media – Digital Painting

Prior knowledge...

Children should be familiar with:

- How to switch their device on
- Usernames
- Passwords

## YEAR 2

### Digital photography

Prior knowledge...

This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

Shape, lines, paint, computer

1. Internet safety –Health/Wellbeing - I can explain rules to keep myself safe when using technology both in and beyond the home.
2. How can we paint using computers?
3. Using shape and lines
4. Making careful choices
5. Why did I choose that?
6. Painting all by myself
7. Comparing computer art and painting

Children will use the computer to create their own African digital painting.

Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

Photograph, capture, editing, landscape, portrait, lighting, effects, digital camera

1. Internet safety - Health/Wellbeing - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
2. Taking photographs
3. Landscape or portrait?
4. What makes a good photograph?
5. Lighting
6. Effects
7. Is it real?

Children will capture, edit and improve photographs to display (as part of topic museum).

# Newquay Primary Academy – Summer Term 1 Sequence – Computing



## RECEPTION

Prior knowledge...

## YEAR 1 Grouping data

Prior knowledge...

- Children should be familiar with:
- How to switch their device on
  - Usernames
  - Passwords

## YEAR 2 Pictograms

Prior knowledge...

This unit progresses students' knowledge and understanding of grouping data where learners labelled objects and grouped them based on different properties.

## INTENT

This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

## VOCABULARY / STICKY KNOWLEDGE

Label, group, data

Data, tally chart, pictogram, attribute, block diagram

## SEQUENCE OF LESSONS

1. Internet safety - Privacy and Security - I can explain how passwords are used to protect information, accounts and devices.
2. Label and match – To label objects
3. Group and count – To identify that objects can be counted
4. Describe an object - To describe objects in different ways
5. Making different groups - To count objects with the same properties
6. Comparing groups – To compare groups of objects
7. Answering questions - To answer questions about groups of objects

1. Internet safety -Privacy and Security - I can explain how passwords are used to protect information, accounts and devices.
2. Counting and comparing – To recognise that we can count and compare objects using tally charts
3. Entering data - To recognise that objects can be represented as pictures
4. Creating pictograms – To create pictograms
5. What is an attribute? - To select objects by attribute and make comparisons
6. Comparing people - To recognise that people can be described by attributes
7. Presenting information - To explain that we can present information using a computer

## OUTCOME / COMPOSITE

Children will be introduced to the concept of labelling and grouping objects based on their properties. Children will begin to improve their ability to use dragging and dropping skills on a device.

Children will collect their own data using a tally chart and present their findings using a pictogram and block diagram using a computer.

# Newquay Primary Academy – Summer Term 2 Sequence – Computing



## RECEPTION

Prior knowledge...

## YEAR 1

### Programming B – programming animations

Prior knowledge...

Children have learned to program a floor robot using instructions.

## YEAR 2

### Programming B Programming quizzes

Prior knowledge...

Children have an understanding of instructions in sequences and the use of logical reasoning to predict outcomes.

## INTENT

Children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. children will also be introduced to the early stages of program design through the introduction of algorithms.

Children begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, children evaluate their work and make improvements to their programming projects.

## VOCABULARY / STICKY KNOWLEDGE

Command, sprite, algorithm, program

Sequence, commands, outcome, design, prediction, evaluate, improve

## SEQUENCE OF LESSONS

1. Internet safety - Managing online information - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
2. Comparing tools - To choose a command for a given purpose
3. Joining blocks - To show that a series of commands can be joined together
4. Make a change - To identify the effect of changing a value
5. Adding sprites - To explain that each sprite has its own instructions
6. Project design - To design the parts of a project
7. Following my design - To use my algorithm to create a program

1. Internet safety- Managing online information - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
2. Scratch Junior recap - To explain that a sequence of commands has a start
3. Outcomes - To explain that a sequence of commands has an outcome
4. Using a design - To create a program using a given design
5. Changing a design - To change a given design
6. Designing and creating a program - To create a program using my own design
7. Evaluating - To decide how my project can be improved

## OUTCOME / COMPOSITE

Children will use an algorithm to create a program on ScratchJr.

Children will create their own quiz questions in Scratch Jr and realise these designs using blocks of code.

# Design & Technology



***Design & Technology (D&T)*** is an inspiring, rigorous and practical subject which aims to fulfil a need. D&T, and our delivery of it, encourages children to think and intervene creatively to solve problems both as individuals and as members of a team. Through our delivery of D&T, we aim to develop behaviours associated with team work in design and technology. At Newquay Primary Academy, we encourage children to persevere and use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values and the needs and values of the society in which they live, including their local communities. This includes creating products which reflect our locality.

# Newquay Primary Academy – Autumn Term 1 Sequence – Design & Technology



## RECEPTION

### *Food – What is healthy?*

**Prior knowledge...** In EYFS the children have made healthy choices about food and drink.

Learn to distinguish between healthy and unhealthy food. To taste new and exotic fruit. To list vegetables and fruit to use in soup and smoothies.

Healthy, vegetable, fruit, smoothie, soup, blender, cut, peel, slice

1. Identify what is healthy and unhealthy food.
2. Sort healthy food into a packed lunch.
3. Taste exotic fruits.
4. To make a fruit smoothie and vegetable soup.

To prepare a fruit smoothie and vegetable soup.

## YEAR 1

### *Food – Fruits and Vegetables*

**Prior knowledge...** The children will have learnt to distinguish between healthy and unhealthy food.

Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.

Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice

1. To identify if a food is a fruit or a vegetable.
2. To identify where plants grow and which parts we eat.
3. To taste and compare fruit and vegetables.
4. To make a fruit and vegetable smoothie

To prepare a fruit and vegetable smoothie.

## YEAR 2

### *Food – A balanced diet*

**Prior knowledge...** Children will have learnt to distinguish between fruits and vegetables and where they grow.

Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.

Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria

1. To know what makes a healthy diet.
2. To taste test food combinations.
3. To design a healthy wrap.
4. To make a healthy wrap.

To prepare a healthy wrap.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# Newquay Primary Academy – Autumn Term 2 Sequence – Design & Technology



## RECEPTION

### *Attaching – The Naughty Bus*

**Prior knowledge...** Children have explored how cars move.

Use one handed tools and equipment successfully (PD). Explore materials freely, join materials together, develop their own ideas and creations (EAD).

Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, combine, equipment, design, wheel

1. Use a variety of tools and attaching techniques to create a vehicle.
2. To identify different vehicles.
3. To create a vehicle using junk modelling, attaching 4 wheels.
4. Explore how cars roll and move using guttering and roads.

To design a naughty bus using a variety of materials, using the correct shape to make the wheels.

## YEAR 1

### Mechanisms - Wheels and axles

**Prior knowledge...** Children have explored how vehicles move and what cars, buses and boats look like.

Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.

Axle, axle holder, chassis, diagram, dowel, equipment, mechanism, wheel

1. To understand how wheels move.
2. To identify what stops wheels from turning.
3. To design a moving vehicle.
4. To build a moving vehicle.

To design, make and evaluate a moving vehicle (Black taxi or London bus)

## YEAR 2

### Mechanisms: Fairground wheel

**Prior knowledge...** Children have learned about wheels, axles and axle holders work.

Design and create a functional Ferris Wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.

Design, design criteria, wheel, Ferris Wheel, pods, axle, axle holder, frame, mechanism

1. To explore wheel mechanisms and design a wheel.
2. To select appropriate materials.
3. To build and test a moving wheel.
4. To make and evaluate a structure with a rotating wheel

To design, make and evaluate a functional Ferris wheel.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE



# Newquay Primary Academy – Spring Term 1 Sequence – Design & Technology



## RECEPTION

### Using textiles when creating

**Prior knowledge...** Children have explored different materials freely.

Use one handed tools and equipment successfully (PD). Explore materials freely, join materials together, develop their own ideas and creations (EAD).

Stick, cut, press, join, pinch, roll, knead, stretch, squeeze, twist, thread, rotate, equipment, design, pin, glue, hammer, fabric.

1. To use attaching techniques and fabric to create Supertato
2. To thread a prison for Evil Pea using a needle and wool.
3. To design a home for my pet using different fabrics.
4. To create stick puppets to retell the stories we hear.

To make 3 little pig puppets for a puppet show and a cape for Supertato.

## YEAR 1

### Textiles – Dinosaur Puppets

**Prior knowledge...** Children have explored how to attach fabric to their models.

Explore methods of joining fabric. Design and make a character-based hand puppet using preferred joining technique, before decorating.

Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template

1. To join fabrics together using different methods.
2. To use a template to create my design.
3. To join two fabrics together accurately.
4. To embellish my design using joining methods.

To make a dinosaur puppet and put on a puppet show.

## YEAR 2

### Textiles – Pouches

**Prior knowledge...** Children have explored different methods or joining fabrics.

Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.

Decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread

1. To sew a running stitch.
2. To sew a running stitch using a template.
3. To join fabrics using a running stitch.
4. To decorate a pouch using fabric glue or stitching.

To design, make and decorate a fabric pouch for coins.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# Newquay Primary Academy – Spring Term 2 Sequence – Design & Technology



## RECEPTION

### *Fruits and vegetables*

**Prior knowledge...** In EYFS the children have made healthy choices about food and drink.

Learn to distinguish between healthy and unhealthy food. To taste new and exotic fruit from Handa's Surprise.

Healthy, vegetable, fruit, smoothie, soup, blender, cut, peel, slice, flavour, texture, seed, seedling, sprouting, flower.

1. To identify if food is a fruit or vegetable
2. To learn about the life cycle of a seed
3. To taste a variety of exotic fruit and vote for my favourite.
4. Make a healthy fruit basket
5. To make a fruit smoothie

To name some exotic fruit and prepare a fruit smoothie.

## YEAR 1

### *Fruits and vegetables*

**Prior knowledge...** Children have tasted a variety of exotic fruit and have made fruit smoothies.

Learn to distinguish between fruit and vegetables and where they grow. Design a fruit kebab using exotic fruits based on the book 'Handa's Surprise' and accompanying packaging.

Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice

1. To identify if a food is a fruit or a vegetable
2. To identify where plants grow and which parts we eat
3. To taste and compare fruit and vegetables
4. To make an exotic fruit kebab

To name a variety of exotic fruits and prepare an exotic fruit kebab.

## YEAR 2

### INTENT

### VOCABULARY / STICKY KNOWLEDGE

### SEQUENCE OF LESSONS

### OUTCOME / COMPOSITE

# Newquay Primary Academy – Summer Term 1 Sequence – Design & Technology



	RECEPTION	YEAR 1	YEAR 2
	<p><b>Moving models</b></p> <p><b>Prior knowledge...</b> Children have used drawing to represent ideas like movement.</p>	<p><b>Mechanisms – Making a woodland scene</b></p> <p><b>Prior knowledge...</b> Children have explored attaching two items to make a working model with a split pin.</p>	<p><b>Mechanisms - Making a moving monster</b></p> <p><b>Prior knowledge...</b> Children have explored slider mechanisms and the movements they output.</p>
<b>INTENT</b>	Use split pins to create working models of animals, people and aliens. To create stick models for a puppet show.	Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.	Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. Example theme: Moving monster.
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Stick, cut, press, join, squeeze, twist, rotate, equipment, design, pin, glue, rotate.	Sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test	Axle, design criteria, input, linkage, mechanical, output, pivot, wheel
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>To explore moving mechanisms</li> <li>To create puppets using different materials to use in the puppet show</li> <li>To create moving puppets using split pins</li> </ol>	<ol style="list-style-type: none"> <li>To explore moving mechanisms.</li> <li>To design a moving scene.</li> <li>To construct a moving picture.</li> <li>To evaluate my finished product.</li> </ol>	<ol style="list-style-type: none"> <li>To look at objects and understand how they move – pivots, levers and linkages.</li> <li>To look at objects and understand how they move – making linkages.</li> <li>To explore different design options.</li> <li>To make a moving monster.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	To make a split pin animals, aliens, people and dragons.	To make a moving woodland scene to be part of a class book.	To design, make and evaluate a moving monster.

# Newquay Primary Academy – Summer Term 2 Sequence – Design & Technology



## RECEPTION

### *Structures - Building my pet a home*

**Prior knowledge...** Children have explored different materials, to develop ideas about how to use them.

Design and construct a home for my pet to live in, using a range of tools and techniques. Explore various ships and build my own to sail the role play ocean.

Design, join, construct, plan, improve, combine, stick, cut, attach, consider, purpose, ship, sail, float, sink.

1. Use a variety of tools and techniques to create a home and accessories for my pet, explaining my process and make improvements.
2. Use tools and attaching techniques to build my boat, explaining my success or failure when it floats/sinks.
3. Evaluate my creations and make improvements. Feedback to friends on how they can improve their work.

To design, make and evaluate a home for my pet.

## YEAR 1

### *Structures: Constructing a windmill*

**Prior knowledge...** Children have constructed various models and adapted their designs when needed.

Design and construct a light house for a client (mouse) to live in. Explore various types of light house, how they work and their key features

Axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak

1. To include individual preferences and requirements in my design.
2. To make a stable structure.
3. To assemble the components of my structure.
4. To evaluate my project and adapt my design.

To design, make and evaluate a functioning light house.

## YEAR 2

### *Structures - Baby Bear's chair*

**Prior knowledge...** Children have explored various structures.

Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.

Design criteria, man-made, natural, properties, structure, stable, shape, model, test

1. To explore the concept and features of structures and the stability of different shapes.
2. To understand that the shape of the structure affects its strength.
3. To make a structure according to design criteria.
4. To produce a finished structure and evaluate its strength, stiffness and stability.

To make a stable chair for baby bear to sit on (Goldilocks and the three bears).

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# English



*English* is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. Our aim is to help develop the lifelong skills and knowledge they need to become confident readers and writers so that they can reach their full potential.

At Newquay Primary Academy, teaching and learning core English skills is an essential priority, which we aim to embed across the curriculum, throughout school life and beyond.

CURRICULUM FOCUS	Y1 Autumn 1 Science - All about me	Y1 Autumn 2 Geography - Where do we live?	Y1 Spring 1 History - Dinosaurs	Y1 Spring 2 Geography - Africa	Y1 Summer 1 Science - Enchanted woodland	Y1 Summer 2 Geography – Coastlines
<b>Key Texts for Writing</b>	<p><b>Super Milly and the Super school day-</b> Stephanie Clarkson, illus. Gwen Millward (Literary Curriculum)</p> <p><b>So Much-</b> Trish Cooke Illus. Helen Oxenbury (Literary Curriculum)</p>	<p><b>The Naughty Bus –</b> Jan &amp; Jerry Oke (Literary Curriculum)</p> <p><b>The Polar Express-</b> Chris van Allsberg (Literary Curriculum)</p>	<p><b>Cave Baby –</b> Julia Donaldson, illus. Emily Gravatt (Literary Curriculum)</p> <p><b>Dinosaurs and all that rubbish –</b> Michael Foreman (Literary Curriculum)</p>	<p><b>Pig the Pug –</b> Aaron Blabey (Literary Curriculum)</p> <p><b>The Odd Egg –</b> Emily Gravett (Literary Curriculum)</p>	<p><b>Little Red-</b> Bethan Woollvin (Literacy shed+)</p> <p><b>The Deep Dark Wood</b> - Algy Craig Hall and Ali Pye (Literacy Shed+)</p>	<p><b>The Sea Saw –</b> Tom Percival (Literary Curriculum)</p> <p><b>Stanley's Stick –</b> John Hegley, illus. Neal Layton (Literary Curriculum)</p>
<p><b>Writing Outcomes -</b> <i>GPS and handwriting incorporated within each unit embedding RWI learning.</i></p>	<p><b>Super Milly:</b> Letters of encouragement; a retelling; song lyrics and job applications</p> <p><b>Final Outcome:</b> alternative character version</p>	<p><b>Naughty Bus-</b>Letters, diaries, sequels, non-chronological reports</p> <p><b>Final outcome:</b> Own adventure story</p>	<p><b>Cave Baby-</b>Labels and captions, informal letters</p> <p><b>Final Outcome:</b> Narrative re-telling</p>	<p><b>Pig the Pug-</b>Story Character comparisons, fact sheets, shared poem, own version narratives</p> <p><b>Final outcome:</b> 'How to' guide</p>	<p><b>Little Red-</b>Newspaper report, diary as a character, continue a story</p> <p><b>Final Outcome:</b> Diary entry</p>	<p><b>The Sea Saw-</b>advice; missing posters; diary entries; letters of thanks</p> <p><b>Final outcome:</b> Own version narrative</p>
	<p><b>So much-</b> Performance/narrative poetry.</p> <p><b>Final outcome:</b> own version narrative poem.</p>	<p><b>The Polar Express –</b></p> <p><b>Final outcome:</b> An own version narrative (in the form of a retelling in a Christmas card for Year 1)</p>	<p><b>Dinosaurs and all that rubbish –</b> Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster</p> <p><b>Final outcome:</b> Pamphlet</p>	<p><b>The Odd Egg -</b> Emily Gravett Thought and speech bubbles, diary entry, letter, certificate</p> <p><b>Final Outcome:</b> Egg-spotter's guide (non-fiction report)</p>	<p><b>The Deep Dark Wood</b> - Algy Craig Hall and Ali Pye</p> <p><b>Final Outcome-</b>set of instructions</p>	<p><b>Stanley's Stick –</b> John Hegley, illus. Neal Layton <i>Retelling, descriptions</i></p> <p><b>Final outcome:</b> Own version narrative</p>

# Geography



At Newquay Primary Academy, we have designed a geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for *Geography*; providing a broad curriculum that ensures the progressive development of geographical knowledge and skills.

# Newquay Primary Academy –Autumn Term Sequence – Geography



## RECEPTION Our Town

### Prior knowledge...

Children can discuss routes and locations, using words like 'in front of' and 'behind'.

Children will recognise some similarities and differences between life in this country and life in other countries. They will explore the natural world around them. They will recognise some environments that are different to the one in which they live.

United Kingdom, England, town, village, County, Cornwall, Newquay, seasons, Autumn, Winter, Spring, Summer.

1. Develop understanding of locational knowledge such as we live near the beach.
2. Learn about who help us in the Newquay community.
3. Learn about where Cornwall is and what makes it special.
4. Start to explore the world map and where different countries are.
5. Start to explore where our food comes from, families that are the same and different to us and how houses are different around the world.
6. Weather and Seasons. Talk about changes in Autumn. What happens in Autumn. Encourage New News about

## YEAR 1 Our Country

### Prior knowledge...

Children have learnt about their immediate environment.

To name and locate the four countries and capital cities of the United Kingdom. To understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Children will explore the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features.

United kingdom, globe, map, countries, capital city, England, Wales, Scotland, Ireland, physical features, human features, north, east, south, west, town, country, village, city

1. Town and country – To understand the differences between a 'town' and the 'countryside'. To use key words about the town and countryside.
2. Where do we live? Newquay. Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding areas.
3. Where in the world are we? I know the location of the UK in general terms on a globe, world map and map of Europe. I can develop knowledge in overview of some of the key physical and human features of the UK.

## YEAR 2 Magical Mapping

### Prior knowledge...

Children have studied maps of the UK and can name and locate the four countries and capital cities of the United Kingdom. Children have identified key human features including; city, town, village, factory, farm, house, office, port, harbour and shop.

Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.

United kingdom, map, country, capital city, key human features, globe, atlas, continent, ocean

1. To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.
2. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.
3. To plan a route in the local area using key vocabulary.
4. To draw a simple sketch map
5. To use an atlas to find places in the UK and places around the world.
6. To use key words to explain human and physical features.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS



Autumnal changes and utilise any natural resources the children bring in for play opportunities.

7. Recognise some similarities and differences between celebrations in the UK and other countries.
8. Explore the natural world around them, in our outside learning area and Newquay Orchard using resources in our Bug Hunting Bags.

## OUTCOME / COMPOSITE

Children can describe their family, where they live, people in our community, how we celebrate in the UK compare to others around the world and can describe Autumnal changes.

4. What is special about the United Kingdom? I can find the key physical features of the UK and include the surrounding seas. Pupils will use a simple atlas to find information and present findings on a map.

5. What countries are in the United Kingdom? England: I can locate England on the map, name its capital city and the surrounding seas and describe the weather.
6. Wales: I can locate Wales on the map, name its capital city and the surrounding seas and describe the weather.
7. Scotland: I can locate Scotland on the map, name its capital city and the surrounding seas and describe the weather.
8. Ireland: I can locate Ireland on the map, name its capital city and the surrounding seas and describe the weather.

To name, locate on a map and describe the key features of the four countries and their capital cities in the UK as learning journal pages.

7. To name and locate the world's seven continents and five oceans in the context of developing map skills.

8. To name and locate the world's five main oceans.

Children will have a sound understanding of the UK, its four countries and the surrounding seas.

# Newquay Primary Academy – Spring Term Sequence– Geography



## RECEPTION

**Prior knowledge...**  
The children have learnt about their immediate environment.

To draw information from a simple map. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries

Earth, Solar System, International Space Station, Mars Rover, rocket, map.

1. Draw information on a simple map to explain where my dragon lives and where my naughty bus will travel to.
2. Recognise environments are different on the planets in our solar system and understand why our planet looks green and blue from space.
3. Understand how astronauts travel from Earth to different places in Space.
4. To observe photos and videos from the ISS and Mars Rover.
5. Explore the world map when we talk about other countries. How far is China from the UK? Where have you been on holiday?
6. To use simple fieldwork & observational skills when we visit Pendennis Castle.
7. Weather and Seasons. Talk about changes in Winter.

The children will be able to explain how people celebrate Chinese New Year around the world and how astronauts

## YEAR 1 Africa

**Prior knowledge...**  
Children have learnt about their immediate environment.

To name and locate the world's seven continents and five oceans. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Continent, ocean, equator, map, atlas, globe,

1. To introduce Africa as a continent. Children to locate Africa on a world map and understand that it is a continent made up of 54 countries.
2. To name and locate the world's seven continents and five oceans.
3. To explore world maps, atlases and globes to locate the world's seven continents and five oceans,
4. To understand geographical similarities and differences through studying the human and physical geography of England and Africa.
5. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Children to showcase their learning to parents through song and performance at 'African Adventure' open afternoon.

## YEAR 2

### What a wonderful world (Rainforests – Kampong Ayer)

**Prior knowledge...**  
Children can name and locate the world's seven continents with a particular focus on Africa. Children can discuss geographical similarities and differences.

Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.

Continent, ocean, equator, map, atlas, globe, journey, location, countries, aerial photographs

1. To name and locate the continents and oceans of the world.
2. To locate continents, countries and oceans of the world accurately.
3. To understand key features of the continents of the world.
4. To understand how a journey can be made around the world.
5. To know what a journey line is.
6. To understand the location of hot and cold countries around the world.
7. To locate the continent we live in and describe some of the key features.
8. To observe aerial photographs

To understand the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME /

## COMPOSITE

survive in space.

children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.

# Newquay Primary Academy – Summer Term Sequence – Geography



## RECEPTION *Our world. Our beach*

**Prior knowledge...**  
Children can compare how people around the world celebrate, travel to school and live their lives.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  
Understand some important processes and changes in the natural world around them, including the seasons.

Africa, continent, jungle, extinct, map, beach, coast, sea, ocean, harbour, weather, seasons, Newquay, Summer.

1. Compare how my family live in contrast to families in Africa and compare geographical features, like houses/homes.
2. Discuss differences about jungles now and in the past, and what it means to become extinct.
3. Accurately describe the weather and understand seasonal changes like blossoming trees and the life cycles of a seed.
4. Explore the natural world around us during beach school when I observe creatures in the rock pools at my local beach.

## YEAR 1 *Our local area*

**Prior knowledge...**  
Children have learnt about their immediate environment.

To recognise human, geographical and physical features of the coast.

Photographs, map, key, beach. Cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop

1. To recap our learning to name and locate the world's seven continents and five oceans.
2. To learn what aerial photographs and plan perspectives are and use them to recognise landmarks and basic human and physical features; (Maps and photos of Newquay)
3. To explore a variety of simple maps, symbols and keys.
4. To construct a simple map of the classroom including a key and basic symbols.
5. To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and

## YEAR 2 *Wonderful weather* **Prior knowledge...**

Children have looked at the four countries and their weathers in the United Kingdom and studied the world map and location of the seven continents.

**Human and physical geography –**  
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  
This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts.

Weather, environment, seasons, hot, cold, forecast

1. What is Weather? To identify daily weather patterns in the context of the weather of the UK. To understand what the weather is like in our country. To look at the weather where we live.
2. How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK. To understand the different seasons in a year. To describe how the weather can affect us.
3. Forecasting the Weather To identify daily weather patterns in the UK (Weather Forecasting). To understand what weather forecasts show. To use key words to describe the weather.

### INTENT

### VOCABULARY / STICKY KNOWLEDGE

### SEQUENCE OF LESSONS

**OUTCOME /  
COMPOSITE**

5. Discuss how I can help the planet and understand how important it is when I participate in the beach clean.
6. Understand the changes in the Summer and verbalise what I need to do to stay safe when the weather is hotter, putting on my own sun cream and staying hydrated.

The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats and explain why we must take care of our oceans during our beach clean.

- physical features of its surrounding environment.
6. To follow a planned route on a simple map and understand and identify basic geographical features – beach, cliff, coast, sea, ocean, house, shop, harbour, town
  7. To learn who the RNLI is and what they do. We will recognise landmarks and basic human and physical features of the coast.
  8. Fieldwork follow up - To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. Children will observe what our local area is like and describe where things are on a map.
  9. Houses and Homes - To understand basic geographical features: houses (human features). To understand different types of housing in the local area.

We will know human and geographical features of the coast and be able to recognise these on a map.

4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. To understand the dangers of weather.
5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like.
6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. To use map skills to locate hot and cold places.

Children will present their own weather forecast to be shared on Tapestry with parents.

# History



At Newquay Primary Academy, we shape our *History* curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

# Newquay Primary Academy – Autumn Term Sequence – History



	RECEPTION What is special about me?	YEAR 1 Florence Nightingale- Mary Seacole- Edith Cavell	YEAR 2 The Great Fire of London
<b>INTENT</b>	<p><b>Prior knowledge...</b> Children have begun to make sense of their own life-story and family's history.</p> <p><b>Autumn 1</b> To understand the concept of 'past' and 'present' and look at similarities between themselves and their friends</p> <p><b>Autumn 2</b> To compare how Christmas was celebrated in the past with how it is celebrated today</p>	<p><b>Prior knowledge...</b> Children understand the differences of beach life now and then and the importance of Grace Starling and the RNLI.</p> <p>To understand the changing in nursing through time.</p>	<p><b>Prior knowledge...</b> Children can explain the history of the first flight and The Wright Brother's contribution to this.</p> <p>To understand why was it called the 'Great' Fire of London?</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Past, present, new, old, family, different, same, similar.	Past, present, nurse, nursing, similar, same, war, infection, injured, Crimea, soldier, ward.	Timeline, past, present, fire brigade, rebuild, cathedral, thatch, evidence, diary.
<b>SEQUENCE OF LESSONS</b>	<p><b>Autumn 1</b></p> <ol style="list-style-type: none"> <li>Discuss what makes me special in New News, and learn about my new friends lives and how we are the same/different in positive terms.</li> <li>Create a timeline of my life so far.</li> </ol> <p><b>Autumn 2</b></p> <ol style="list-style-type: none"> <li>Comment on how Christmas was celebrated in the past. Changes within living memory – how did my parents/grandparents celebrate Christmas? Use family photographs and oral history to create class investigation/display so children can compare.</li> <li>Examine photographs from the past and try to notice how toys look different to toys in the present.</li> </ol>	<ol style="list-style-type: none"> <li>Why do we think Florence Nightingale is remembered?</li> <li>Why did Florence place herself in such danger by going to the Crimea?</li> <li>Fighting Fit- What did Florence do to improve the lives of the soldiers when she arrived in the Crimea?</li> <li>What was Florence Nightingale's greatest achievement?</li> <li>How do we know so much about Florence Nightingale when she lived so long ago?</li> <li>Should Florence Nightingale rather than Mary Seacole have her statue at St.Thomas' hospital?</li> </ol> <p>(Florence Nightingale unit from Key Stage History)</p>	<ol style="list-style-type: none"> <li>How can we work out why the Great Fire started?</li> <li>What happened during the Great Fire and how do we know?</li> <li>Why did the Great Fire burn down so many houses?</li> <li>Could more have been done to slow the spread of the fire?</li> <li>How did people manage to live through the Great Fire?</li> <li>How shall we rebuild London after the Great Fire?</li> </ol> <p>(Great Fire of London unit from Key Stage History)</p>
<b>OUTCOME / COMPOSITE</b>	<p><b>Autumn 1</b> To create a timeline of life so far.</p> <p><b>Autumn 2</b> To explore the toy museum and explain how families from the past celebrated Christmas.</p>	To learn about nursing in the present day (visitors).	To create a museum all about the Great Fire of London.

# Newquay Primary Academy – Spring Term Sequence – History



	RECEPTION Do I want to be a knight?	YEAR 1 Mary Anning	YEAR 2 Communication
<b>INTENT</b>	<p><b>Prior knowledge...</b> Children can articulate the passing of time - in the past, last year, yesterday, in parents/grandparents time.</p>	<p><b>Prior knowledge...</b> Children can explain how Florence Nightingale, Mary Seacole and Edith Cavell impacted upon the development of nursing. Children can explain what life was like in the past and how it compares to life today.</p>	<p><b>Prior knowledge...</b> Children are able to explain the significance of an historical event and how it changed everyday life. Children can explain the sequence of events leading up to a significant event in the past.</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	<p>To be able to compare an aspect of everyday life in the past and in the present (homes).</p> <p>castle, knight, vassel, nobleman, squire, monarchy, portcullis, drawbridge, arrow loop, battlements, moat, bailey.</p>	<p>To learn about the lives of a significant individual from the past who has contributed to national and international achievements – Mary Anning.</p> <p>Palaeontologist, fossil, extinct, rocks, Mary Anning, Lyme Regis.</p>	<p>To understand how methods of communication have changed over time.</p> <p>Stamp, printing, telephone, communication, Trans-Atlantic</p>
<b>SEQUENCE OF LESSONS</b>	<p>20. What are the key features of a castle?</p> <p>21. What roles and responsibilities are there in a castle? Role play, oracy focus.</p> <p>22. What are the differences of cooking and sleeping in a castle compared to today?</p> <p>23. What was it like living in a castle?</p>	<p>1. Why do we remember Mary Anning?</p> <p>2. What were the ups and downs of Mary Anning's life?</p> <p>3. What was Mary like and what made her so special?</p> <p>4. What did others think of Mary?</p> <p>5. How do we know that Mary really did do all these clever things?</p> <p>6. What could we do to make Mary Anning more famous? (Mary Anning unit from Key Stage History)</p>	<p>1. Why is he so famous that his face was once on a stamp?</p> <p>2. How Caxton changed the way books were made.</p> <p>3. How and why should Caxton be remembered?</p> <p>4. How did Alexander Graham Bell manage to make a telephone work so long ago and why did he want to?</p> <p>5. Why was Bell's invention so important, then and now?</p> <p>6. How has the telephone improved since the days of Bell?</p>
<b>OUTCOME / COMPOSITE</b>	<p>The children will be able to explain where and how people lived in the past after visiting Pendennis Castle.</p>	<p>To demonstrate what they have learned about Mary Anning, fossils and dinosaurs at a dinosaur museum for parents.</p> <p>To participate in a dinosaur dig at the beach.</p>	<p>To visit Porthcurno museum and learn about trans-Atlantic communication.</p>



# Newquay Primary Academy – Summer Term Sequence– History



## RECEPTION Beach Life Grace Darling and the RNLI

**Prior knowledge...**  
Children can comment on images of Castles and their features and compare their use then and now.

The children will learn some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Crew, heroine, rescue, row, survivor, wreck, Bathing houses, punch and judy, same, different

1. Who was Grace Darling and what did she do? (Top takeaways)
2. How did sea rescue improve because of Grace Darling's story? (KQ5)
3. What was beach life like 150 years ago? (Victorian times).
4. Compare and contrast beach life now and then.
5. How have lifeboats developed over the years? Visit to Joshua lifeboat.
6. Identify local shipwrecks.

To explain how our local beach is different to the past during our beach visit. To visit the lifeboat station and know about the RNLI.

## YEAR 1 The Wright Brothers

**Prior knowledge...**  
Children can explain who Mary Anning was and what she achieved.

Children will learn how the impact of the Wright Brothers' discovery changed the world today.

Atlantic Ocean, glider, helicopter, inventor, jumbo jet, pilot, pioneer, solo

1. What do you think the Wright brothers did to make them famous?
2. How did the Wright brothers manage to be the first to launch a man powered flight?
3. Why did the Wright brothers succeed where others failed?
4. How can we possibly know about the Wright brothers first flight when there's nobody alive now who saw it?
5. How did flight change as a result of the Wright brothers' work?  
(Wright Brothers unit from Key Stage History)

To visit Newquay airport and see how the Wright brothers' work has impacted on our lives.

## YEAR 2 Toys

**Prior knowledge...**  
Children can recall the achievements of Caxton and Bell.

Children to comprehend continuity, change and major changes in many toys and games within living memory.

Toys, well loved, treasured, Classic, batteries, recyclable, replicas

1. What are toys like today?
2. What are other people's toys like?
3. How can we tell these toys are old?
4. What were our grandparents' toys like and how do we know?
5. Who played with these toys a long time ago?
6. How can we set up a Toy Museum?  
(Toys unit from Key Stage History)

Have a visitor from Moose Toy company (St Columb) in to talk about toys.

### INTENT

### VOCABULARY / STICKY KNOWLEDGE

### SEQUENCE OF LESSONS

### OUTCOME / COMPOSITE

# Maths



At Newquay Primary Academy, we shape our *History* curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

# EYFS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

# Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value (within 10)</b>					Number <b>Addition and subtraction (within 10)</b>					Geometry <b>Shape</b>	<b>Consolidation</b>
Spring	Number <b>Place value (within 20)</b>			Number <b>Addition and subtraction (within 20)</b>			Number <b>Place value (within 50)</b>		Measurement <b>Length and height</b>		Measurement <b>Mass and volume</b>	
Summer	Number <b>Multiplication and division</b>			Number <b>Fractions</b>		Geometry <b>Position and direction</b>	Number <b>Place value (within 100)</b>		Measurement <b>Money</b>	Measurement <b>Time</b>		<b>Consolidation</b>

# Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>				Geometry <b>Shape</b>			
Spring	Measurement <b>Money</b>	Number <b>Multiplication and division</b>					Measurement <b>Length and height</b>		Measurement <b>Mass, capacity and temperature</b>			
Summer	Number <b>Fractions</b>			Measurement <b>Time</b>			<b>Statistics</b>		Geometry <b>Position and direction</b>		<b>Consolidation</b>	

# Music



*Music* is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. It brings children together and creates opportunities to work with one another using a universal language.

It is our aim that all children, at Newquay Primary Academy, experience a high quality, inspiring music education which instils a life-long enjoyment, love and appreciation for music.

# Newquay Primary Academy – Autumn Term 1 Sequence – Music



**RECEPTION**  
**Prior knowledge...**  
 In EYFS children will remember and sing songs.

**YEAR 1**  
**All About Me**  
**Prior knowledge...**  
 Children recognise the beat in a piece of music.

**YEAR 2**  
**Musical Me**  
**Prior knowledge...**  
 Children have played untuned instruments following a beat or pulse.

**INTENT**

To understand that every piece of music has a beat.

To recognise and understand the difference between pulse and rhythm.

To understand how dynamics and timbre changes can affect a piece of music.

**VOCABULARY / STICKY KNOWLEDGE**

Beat, fast, slow.

Pulse, beat, rhythm, untuned, instrument, pattern, long, short, verse, chorus.

Dynamics, timbres, melodies, melody, composition.

**SEQUENCE OF LESSONS**

7. To sing 'Count to 20'
8. To sing 'Days of the Week'
9. To rap 'All teen numbers start with a 1'
10. To sing 'Tricky Words'
11. To sing nursery rhymes.
12. To listen and respond to music at Diwali describing how it makes us feel.
13. Play Boom Whackers in time to Nursery Rhymes.
14. Explore and describe percussive sounds – fast slow, loud quiet, high low, slow quick.

1. To use my voice and hands to make music.
2. To clap and play in time to the music.
3. To play simple rhythms on an instrument.
4. To listen to and repeat short rhythmic patterns.
5. To understand the difference between pulse and rhythm.

1. To sing and play an instrument at the same time.
2. To choose and play appropriate dynamics and timbres for a piece of music.
3. To use musical notation to play melodies.
4. To use letter notation to write my own melody.
5. To use timbre and dynamics in musical composition.

**OUTCOME / COMPOSITE**

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play untuned instruments musically with an increased understanding of pulse and beat.

To compose and perform a piece using different dynamic levels.

# Newquay Primary Academy – Autumn Term 2 Sequence – Music



## RECEPTION

### Prior knowledge...

In EYFS children will match the pitch of a tone sung by another person and sing melodic shape (such as up and down) of familiar songs.

## YEAR 1 By the Sea

### Prior knowledge...

Children can sing melodic shape and explain the term 'rhythm'.

## YEAR 2

### On this Island: British Songs and Sounds

### Prior knowledge...

Children can create a piece of music that represents basic tempo, dynamic and pitch changes.

## INTENT

To understand the musical term rhythm.

To recognise basic tempo, dynamic and pitch changes and choose them appropriately for a piece of music.

To sing, play and follow instructions to perform as a group.

## VOCABULARY / STICKY KNOWLEDGE

Rhythm, together

Body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre

Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre

## SEQUENCE OF LESSONS

1. Sing & Dance the patterns in 'Banana, Banana, Meatball'
2. Sing Nursery Rhymes
3. Play Boom Whackers collaboratively in time.
4. Learn and Perform the Nativity songs.
5. Sing/Dance in Wake and Shake every day
6. Sing and Sign 'We Wish you a Merry Christmas'

1. To understand that music can be used to represent an environment.
2. To understand how music can represent changes in an environment.
3. To select instruments to match seaside sounds.
4. To recognise and use dynamics and tempo.
5. To write music down and perform from a graphic score.

1. To learn about the music of the British Isles.
2. To learn about the music of the British Isles and create music of our own (part 1).
3. To learn about the music of the British Isles and create music of our own (part 2).
4. To compose a piece of music as part of a group.
5. To evaluate and improve a group composition.

## OUTCOME / COMPOSITE

Children will perform the Nativity matching the melody and pitch of the songs.

To create their own graphic score, select the appropriate instrument and play from it.

To create a piece of music that represents three distinct environments.



# Newquay Primary Academy – Spring Term 1 Sequence – Music



## RECEPTION

### How does music make us feel?

#### Prior knowledge...

In EYFS children will express how music makes them feel.

## YEAR 1

### Superhero- Pulse and Tempo

#### Prior knowledge...

Children can represent their emotions through music.

## YEAR 2

### West Africa- Call and Response

#### Prior knowledge...

Children can perform a pattern that gradually gets faster and show their emotions through this piece of music.

### INTENT

To listen attentively, move and talk about music. Expressing their feelings and responses

To perform a pattern that gradually gets faster (accelerando).

To play either a call and/or response role in time with another pupil.

### VOCABULARY / STICKY KNOWLEDGE

Emotions, feelings, happy, sad, worried, scared

Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo.

Timbre, dynamics, tempo, call and response, rhythm, structure.

### SEQUENCE OF LESSONS

1. Sing Nursery Rhymes
2. Play Boom Whackers collaboratively in time.
3. Learn a traditional Cornish song and perform at the St Piran's Day parade.
4. Sing/Dance in Wake and Shake every day
5. Sing our number bonds to five in time.
6. Listen and respond to the Star Wars soundtrack describing how it makes us feel.

1. To understand the concept of pitch.
2. To create a pattern using two pitches.
3. To understand the concept of tempo.
4. To create a superhero theme tune.
5. To perform confidently as part of a group.

1. To create short sequences of sound.
2. To copy a short rhythm.
3. To learn a traditional song from Ghana.
4. To create rhythms based on call and response.
5. To add dynamics (volume) to a structure of rhythms.

### OUTCOME / COMPOSITE

To perform our Cornish song to celebrate St Piran's Day in a community event.

To contribute to a group composition performance by creating, selecting, combining and performing sounds.

To perform their own composition to a crowd.

# Newquay Primary Academy – Spring Term 2 Sequence – Music



## RECEPTION

### Prior knowledge...

In EYFS children will create their own songs and play instruments to express themselves.

## YEAR 1

### Animals: Classic Music, Dynamics and Tempo

### Prior knowledge...

Children can choose instruments that will express themselves appropriately.

## YEAR 2

### Space: Dynamics, Timbre, Tempo and Motifs

### Prior knowledge...

Children can select appropriate instruments to use alongside their singing.

## INTENT

To create music in the outdoor theatre and perform for my friends.

To improvise, using their instrument, to a given stimulus.

To successfully create and play a motif.

## VOCABULARY / STICKY KNOWLEDGE

Rhythm, performance, audience, beat

Fast, slow, quiet, dynamics, tempo, musical composition.

Soundscape, timbre, dynamics, tempo, motif

## SEQUENCE OF LESSONS

1. To create instruments using junk modelling
2. Perform to my friends in the outdoor theatre.
3. Listen to Tutor music and describe how it makes me feel
4. Learn 'You are the best' and perform to my family.
5. Learn 'You are my sunshine' and perform to my family

1. To use percussion and my body expressively in response to music.
2. To sing a song in sections.
3. To perform a song.
4. To use instruments to create different sounds.
5. To create and choose sounds (The Story of the Lion).

1. To create a simple soundscape for effect.
2. To listen for and recognise some basic elements of music.
3. To compare two pieces of music.
4. To be able to create short sequences of sound.
5. To be able to create short sequences of sound and perform with accuracy.

## OUTCOME / COMPOSITE

Children will perform songs to celebrate Mother's Day to their families.

To sing in time from memory and perform to a crowd.

To perform expressively using dynamics and timbre to alter sounds as appropriate.

# Newquay Primary Academy – Summer Term 1 Sequence – Music



## RECEPTION

**Prior knowledge...**  
In EYFS children will remember and sing songs and match the pitch of a tone sung by another person.

To sing and perform animal songs in time using the correct pitch.

Beat, lyrics, performance, audience

1. Listen and express my feelings and ideas
2. through movement in the Jungle Boogie
3. Improvise animals when I sing Old MacDonald has a farm
4. Sing the parts of a flower
6. Improvise my own songs on the outside
7. stage.
8. Learn and perform the 'The Farmer plants his seeds' to my friends
9. Learn and perform 'Walking in the Jungle'

To perform Walking in the Jungle to my family and friends

## YEAR 1

### Fairy tales: Timbre and Rhythmic Patterns

**Prior knowledge...**  
Children can sing in time using the correct pitch.

To play a rhythmic pattern along with their spoken word.

Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute.

1. To use voices expressively to speak and chant.
2. To select suitable instrumental sounds to represent a character.
3. To compose and play a rhythm.
4. To recognise how timbre is used to represent characters in a piece of music.
5. To keep the pulse using untuned instruments.

To perform a class performance using a variety of tuned instruments.

## YEAR 2

### Myths and Legends

**Prior knowledge...**  
Children can improvise their use of the instrument.

To create longer sequences of appropriate sounds with voices and instruments.

Beat, compose, composition, dynamics, graphic score, melody, notation, rhythm, structure, pitch, tempo.

1. To create a rhythm.
2. To show structure on a graphic score.
3. To write a graphic score to show texture.
4. To compose a piece of music with a given structure.
5. To perform a group composition.

To perform their composition accurately, following the structure score.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# Newquay Primary Academy – Summer Term 2 Sequence – Music



## RECEPTION

### Prior knowledge...

In EYFS children will sing melodic shape (such as up and down) of familiar songs.

## YEAR 1

### Under the Sea

### Prior knowledge...

Children can explore how music makes them feel.

## YEAR 2

### Traditional Stories: Orchestral Instruments

### Prior knowledge...

## INTENT

To further explore how music makes us feel and practice learning and performing songs in tune and to the beat.

To define all the musical terms from this year's learning.

To choose appropriate dynamics, tempo and timbre for a piece of music.

## VOCABULARY / STICKY KNOWLEDGE

Rhythm, Pulse, lyrics, performance

Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score.

Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo.

## SEQUENCE OF LESSONS

1. Sing 'Odd/Even numbers' and 'Farmer Pete'
2. Listen and express how music makes me feel at the Under the Waves disco
3. Learn to play collaboratively using boom whackers.
4. Learn and perform 'T.E.A.M' at Sports Day.
5. Learn and perform 'Octopus Island' to my family

1. To learn the musical vocabulary: pulse and tempo
2. To explain what dynamics and timbre are
3. To explain what pitch and rhythm are
4. To explain what texture and structure are
5. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.

1. To listen to and analyse an orchestral version of a traditional story.
2. To listen to and analyse a film musical version of a traditional story.
3. To select appropriate sounds to match events, characters, and feelings in a story.
4. To write a play script and select appropriate musical sounds to accompany it.
5. To perform a story script with accompanying music.

## OUTCOME / COMPOSITE

Perform 'T.E.A.M' at Sports Day and 'Octopus Island' at the End of Year celebration

To perform a layer of the music within an overall piece.

To perform expressively and confidently using appropriate instrumental sounds.

# PHSE

At Newquay Primary Academy, our intention is to enable children to navigate their adult lives with the knowledge, skills and understanding to successfully play an active role in society. We want all our children to reach their full potential, achieving their aspirations with confidence, belief in themselves and have the skills and understanding to independently motivate themselves and persevere through any difficulties they may face in life.

Our *PSHE curriculum* aims to send all our pupils into their adult life with strong foundations in their mental health, physical health and emotional wellbeing and to develop pupils who are passionate about leading happy lives. We believe this is vital for a successful and happy future for them all.

We promote and practice mindfulness in order to encourage and allow children to explore their emotional intelligence and develop their independent ability to manage and regulate their feelings. We ensure that our PSHE provision is completely inclusive and accessible for all pupils regardless of their academic ability.

An important part of our PSHE curriculum is ensuring that pupils have the knowledge to seek help; the understanding of themselves and others to know what is right and wrong for them and the vocabulary and skills of communication to express their thoughts and feelings.

Our PSHE curriculum aims to model and explicitly teach the behaviours pupils need to learn to have a successful time socially as they grow. It aims to provide them with experiences they may meet in their future which could pose challenges, in a safe space where they can explore their thoughts and feelings with support. Through these opportunities they are encouraged to reflect and think critically.

The aims for our pupils in PSHE are:

- Develop confidence in opening up and talking about how they feel, their thoughts and opinions.
- Develop a range of skills and attributes that keep themselves safe.
- Develop an understanding of how to lead a healthy lifestyle.
- Develop a positive attitude towards being a global citizen and member of a local community and learn how to contribute in a positive way.
- To show tolerance and understanding of others' beliefs, religions and life choices.
- To build positive relationships made through their choices and challenge what they are uncomfortable with.

# Physical Education



*Newquay Primary Academy believes that physical education is a unique and vital contributor to a pupils physical, cognitive, social, and emotional development.*

*We know that a broad and balanced curriculum delivered in a safe and supportive environment with progressive learning objectives will allow the child to enjoy challenging learning experiences that enables them to make progress and develop their physical capabilities.*

*We aim to give the pupils an enjoyable experience that will lead them to taking part in PE and sporting activities outside of school hours, setting the foundations for a healthy and active lifestyle.*

# Newquay Primary Academy – Autumn Term 1 Sequence – P.E.



	RECEPTION	YEAR 1	YEAR 2
	<p><i>Move like a...</i></p> <p><b>Prior knowledge...</b></p>	<p><i>Agility – balance - coordination</i></p> <p><b>Prior knowledge...</b> Children will know the structure and expectations of a PE lesson. Pupils will have focused on developing and refining the following skills through movement and obstacle courses, rolling, crawling, walking, jumping, hopping, skipping and climbing.</p>	<p><i>Duel – win - lose</i></p> <p><b>Prior knowledge...</b> Pupils will have developed fundamental movement skills. They will be competent and confident when moving in different ways. Pupils will have had a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>
<b>INTENT</b>	Explore and develop movement skills including... rolling, walking, crawling, jumping, running, hopping, skipping and crawling.	Develop and refine basic movements including agility, balance and coordination.	Apply fundamental movement skills into team games and developing simple tactics for attacking and defending.
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Travel, space, safety, movement, PE, rolling, crawling, walking, jumping, running, hopping skipping, climbing	“Hands ready”, balance, co-ordination, agility, tracking, jumping, running, skipping, stop, go, taking turns	Team, Teamwork, Rules, Travel, Agility, Balance, Coordination, Fair play, Sportsmanship
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>To understand what Physical Education is and explore different ways of moving.</li> <li>To understand how to be safe and follow instructions.</li> <li>To explore different ways of travelling and be able to take turns.</li> <li>To develop movement techniques and experiment with travelling at different speeds.</li> <li>To explore running, leaping, jumping and balancing and understand why we do a warmup.</li> <li>To apply movement skills in obstacle courses and be able to play games in line with the rules.</li> </ol>	<ol style="list-style-type: none"> <li>To recap what Physical Education is.</li> <li>To be able to move and travel in a variety of ways at different speeds.</li> <li>To be able to perform fundamental movement skills with increased fluency.</li> <li>To explore different ways of travelling over and across a bench.</li> <li>To continue to travel over and across a bench with increased fluency.</li> <li>To be able to take turns and encourage your teammates.</li> <li>To continue to explore travelling over different apparatus and apply fundamental skills in small games.</li> <li>To understand the concept of “hands ready” and be able to move hands to respond to a stimulus.</li> </ol>	<ol style="list-style-type: none"> <li>To recap what Physical Education is and introduce the topic. To be able to participate in team-based warm-up activities.</li> <li>To understand the skills needed to work effectively as a team. Introduction of concept of winning and losing.</li> <li>To work together as a team in small-sided games in line with the rules of the game.</li> <li>To apply skills in small games with an emphasis on how to win, loose, draw respectfully.</li> <li>To understand the concept and play a tournament, by working together in a team in small, sided games using fundamental movements and skills</li> <li>To apply all skills learnt in an end-of-topic tournament. Pupils will reflect on what they did well and what they could improve on.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	To introduce the structure and expectations of a PE lesson. Pupils will focus on developing and refining the following skills through movement and obstacle courses, rolling, crawling, walking, jumping, hopping, skipping and climbing. This will form the foundations for their future learning.	Pupils should develop fundamental movement skills, become increasingly competent and confident. Pupils will access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.	Pupils will be able to apply their fundamental movement skills with increased fluency in small-sided team games. Pupils will know what rules are and why rules are important in games. Pupils will be able to identify the feelings associated with winning and losing, they will have a developing understanding of how to win and lose respectfully.

# Newquay Primary Academy – Autumn Term 2 Sequence – P.E.



## RECEPTION

### *Treasure Hunting*

**Prior knowledge...**

## YEAR 1

### *Jump – shape - create*

**Prior knowledge...** Pupils will have developed skills to collect and carry a variety of equipment (balls, bean bags, scarves etc).

## YEAR 2

### *Inspire – create - perform*

**Prior knowledge...** Pupils will have developed and refined fundamental movement skills, including agility, balance and co-ordination through gymnastic activities. Pupils should be able to perform these movements with increased fluency.

## INTENT

Incorporate collecting, carrying and counting equipment with movement skills. Develop body strength, ABC, taking turns, working together as a team.

Develop agility, balance and coordination through gymnastic activities.

Explore 'moving to music' by responding to a stimuli. Movement sequences will be explored (actions, travel, patterns, and combinations) and applied to music.

## VOCABULARY / STICKY KNOWLEDGE

"Pinchy fingers", carrying, travel control, safety, turn taking, pedal, tricycle, teamwork

Gymnastics, mats, safety, travel, rolls, jumping, apparatus, sequence, feedback

Music, rhythm, timing, count, dance, sequence, actions, travel, 'exploring' theme.

## SEQUENCE OF LESSONS

1. To develop skills to be able to use "pinchy fingers" to clip and unclip a peg.
2. To work together in a team to apply skills in a game.
3. To be able to carry a ball with control and without dropping it.
4. To be able to collect and carry a variety of different shaped objects.
5. To be able to identify different body parts and develop skills to be able to pedal.
6. To be able to collect, balance and travel with a variety of objects.
7. To apply all skills learnt in a festive treasure hunting activity.

1. To know their new topic 'jump-shape-create' and be able to pick up, carry and put down mats safely.
2. To be able to jump in different directions, and jump on and off of low-level apparatus i.e. bench.
3. To be able to travel in different ways, at different speeds, in different directions.
4. To be able to jump and make different shapes and link jumps together.
5. To be able to take-turns using a mat and explore different types of rolls.
6. To know what a sequence is and be able to link travel, rolls and jumps together to create a sequence.

1. To know their new topic 'inspire- create – perform'. Pupils will be able to move to music in the warm-up activities.
2. Pupils will use the stimuli of 'Celebrations' and explore different actions and types of travel associated with this.
3. Pupils will understand the term 'choreograph' and they will be able to choreograph a short 'celebration' sequence.
4. Pupils will extend and develop their sequence by introducing pathways.
5. Pupils will use the process of evaluating to improve their own and other performances.
6. Pupils will perform their choreographed sequences to their peers.

## OUTCOME / COMPOSITE

Whilst refining and developing movement skills, pupils will develop skills to collect and carry a variety of equipment (balls, bean bags, scarves etc). This will underpin their skills when learning the basics for throwing and catching.

Pupils will develop and refine fundamental movement skills, including agility, balance and co-ordination through gymnastic activities. Pupils will perform these movements with increased fluency.

Pupils will use their fundamental movement skills and apply them in movement sequences in line with the stimuli of 'celebrations'. Pupils will choreograph and perform their sequence to their peers.



# Newquay Primary Academy – Spring Term 1 Sequence – P.E.



## RECEPTION *Hands and Eyes*

## YEAR 1 *Look- Run - Avoid*

## YEAR 2 *Hands – Feet - Equipment*

**Prior knowledge...** Pupils will be able to balance and travel in a variety of ways. Pupils will know how to be safe and move safely in a set area. Pupils will be able to take turns.

**Prior knowledge...** Pupils will be able to play small-sided team games in line with the rules. Pupils will be able to work together as a team and have a developing understanding of what makes a team effective. Pupils will be able to throw and catch with a developing technique.

### INTENT

Develop skills to be able to throw and catch a scarf and a beanbag with a developing technique.

To apply their fundamental skills (agility, balance and coordination) in small-sided team games whilst working together as a team. Pupils will start to gain an understanding of the basic principles of 'attack' and 'defence'.

To combine movement skills (agility, balance and coordination) with ball / object control. Pupils will be able to control an object with increasing confidence. Pupils will be able to dribble and control a ball using their hands and feet.

### VOCABULARY / STICKY KNOWLEDGE

Throw, Catch, Hands-ready, Co-ordination, Toss, Teamwork, Underarm throw, Tracking, Cushion, Protect

Safety, Movement, Teamwork, Agility, Balance, Coordination, Attack, Defence, Rules, Referee, Win, Lose, Draw, Respect, Communicate

Movement, Hands –ready, Pivot, Tracking, Hand-eye coordination, Throw, Catch, Space, Dribbling, Teamwork, Soft Fingers, Win, Lose, Respect, Official, Feet, Toes, Inside and Outside of the foot.

### SEQUENCE OF LESSONS

1. To know what their topic is and explore hand-eye coordination activities.
2. To know how to 'track' and object and be able to move to an object to catch it.
3. To know what the term 'hands-ready' means and be able to demonstrate this.
4. To be able to throw and catch a scarf and beanbag with a developing technique.
5. To be able to throw and catch with a sound technique under increased pressure.
6. To be able to apply all the skills learnt in this topic by participating in a throwing and catching circuit.

1. To move safely and in a coordinated manner in a variety of different ways.
2. To know what the concept of 'rules' are and be able to play a small-sided team game in line with the rules. To have a developing understanding of 'attack and defence'
3. To be able to track a ball in a game situation and to be able to recognise feelings associated with winning and losing.
4. To be able to work together as a team in small-sided games. Pupils will be able to do three-cheers and shake hands with the opposing team at the end of a game.
5. To be able to play capture the flag by working together as a team and playing by the rules.
6. To apply all the skills learnt and developed in this topic by participating in a tournament.

1. To explore controlling a variety of objects including a scarf, beanbag and balls.
2. To be able to travel whilst throwing and catching a bean bag.
3. To be able to dribble and control a basketball whilst standing still and travelling.
4. To explore controlling objects using their feet. Pupils will be able to move and keep dribble a ball keeping it close to their body.
5. To be able to control and travel with objects whilst under pressure during team challenges.
6. To be able to play a small sided invasion game using a ball in line with the rules of the game. Pupils will continue to explore the principles of 'attack and defence'.

### OUTCOME / COMPOSITE

To recap the structure and expectations of a PE lesson. Pupils will focus on acquiring the skills to be able to throw and catch a scarf with a developing technique. Pupils will be able to track an object with their eyes and have their hands 'hands-ready' to catch the object. This will form the foundations for their future learning.

Pupils will be able to play small-sided team games in line with the rules. Pupils will be able to work together as a team and have a developing understanding of what makes a team effective. Pupils will explore feelings associated with winning and losing, they will be able to win and lose respectfully.

Pupils will be able to control objects whilst being a static position. Pupils will have a developing skill set of controlling objects whilst moving i.e. dribbling in football and basketball based activities. Pupils will be able to play small-sided invasion games using a ball.

# Newquay Primary Academy – Spring Term 2 Sequence – P.E.



**RECEPTION**  
*Target Practice*

**YEAR 1**  
*Throw – Prepare - Catch*

**Prior knowledge...** Pupils will be able to play small-sided movement games (without a ball). Pupils will know what rules are and why they are used in sport. Pupils will be able to play a game in line with the rules. Pupils will know the feelings associated with winning and losing.

**YEAR 2**  
*Fair – Share - Dare*

**Prior knowledge...** Pupils will be able to throw and catch under pressure in small-sided games in line with the rules. Pupils will know how to win and lose respectfully. Pupils will have a developing understanding of the concepts of 'attack and defence'.

**INTENT**

To develop and refine throwing and catching skills learnt in the previous topic, pupils will be able to apply these skills with increased accuracy.

To combine movement skills (agility, balance and coordination) with throwing and catching skills so pupils can play small-sided invasion games which use a ball or another object. Pupils will continue to develop their understanding of attack and defence.

To apply fundamental movement skills and hand-eye coordination in games whilst embedding values such as fairness and respect.

**VOCABULARY / STICKY KNOWLEDGE**

Target, Throw, Catch, Aim, Take Turns, Space, Accuracy, Control

Movement, Hands –ready, Pivot, Tracking, Hand-eye coordination, Throw, Catch, Space, Rules, Teamwork, Win, Lose, Respect, Official, Referee

Agility, Balance, Coordination, Throwing, Catching, Dribbling, Teamwork, Leadership, Win, Lose, Respect, Official, Rules

**SEQUENCE OF LESSONS**

1. To develop hand-eye coordination to be able to roll and receive a ball with a partner. Pupils will discuss what the word 'target' means.
2. To applying throwing skills with accuracy, pupils will participate in target-practice activities.
3. To be able to apply throwing and catching skills in a small-sided invasion game. Pupils will explore the concept of winning and losing.
4. To be able to throw and catch with a developing technique under pressure. Pupils will work together in pairs to try and achieve challenges set.
5. To be able to throw for 'accuracy' and understand how to 'aim' and control the direction of the object.
6. To be able to apply all the skills covered in this topic with an increased confidence and skill level. Pupils to reflect on their learning.

1. To recap the concept of an 'invasion game'. Pupils will play invasion games that are movement based.
2. To recap and further develop the pupils' techniques when throwing and catching.
3. To play small-sided invasion games that include a ball i.e. bench ball. Pupils will be able to play in line with the rules and work together as a team.
4. To play small-sided invasion games with a focus on how to win and lose respectfully and to be aware of team members feelings.
5. To play small-sided invasion games with a focus on attack, defence, and spatial awareness.
6. To apply all the skills learnt throughout this topic in a tournament. Pupils to reflect on their learning.

1. To play 1:1 games which involve winning and losing. Pupils to explore these feelings. Pupils will shake hands at the end of each challenge.
2. To play 2:2 games which involve applying skills, decision making and winning and losing.
3. To play 3:3 games with a focus on playing by the rules and officiating their own games.
4. To play 4:4 games with a focus on rules, teamwork and the principles of attack and defence.
5. To participate in a small-sided tournament, pupils will play to the rules and respond respectfully to the official.
6. To apply all of the skills learnt throughout. Pupils will have a developing ability to evaluate their performances by identifying their strengths and weakness'.

**OUTCOME / COMPOSITE**

Pupils will have continued to develop their throwing and catching technique. Pupils will have an increased understanding on the concept of 'aiming', they will be able to use their body to control the direction of an object when its rolled or thrown.

Pupils will apply their throwing and catching skills in small-sided games in line with the rules. Pupils will know how to win and lose respectfully. Pupils will have a developing understanding of the concepts of 'attack and defence'.

Pupils will be able to participate in games and challenges in line with the rules. They will be able to win and lose respectfully, they will be able to identify how other team members may be feeling. Pupils will have a developing ability to officiate simple games.

# Newquay Primary Academy – Summer Term 1 Sequence – P.E.



	RECEPTION <i>Water Confidence</i>	YEAR 1 <i>Float – Swim – Be Safe</i>	YEAR 2 <i>Float – Swim – Be Safe</i>
<b>INTENT</b>	Pupils will acquire skills to enter the water safely, jump in, float, roll over, blow bubbles, swim, enter-turn-return, exit safely and recognise dangers.	Pupils will develop and refine water confidence skills acquired in EYFS. Pupils will understand the concept 'float to live' and they will start to learn the techniques for individual swimming strokes.	Pupils will be able to identify dangers associated with the water, they will have a developing understanding of water safety. Pupils will continue to develop and refine swimming strokes.
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, lifeguards	Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, front crawl, back stroke, butterfly, breast stroke, lifeguards.	Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, front crawl, back stroke, butterfly, breast stroke, push and glide, diving, lifeguards, beach flags.
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>To be able to get changed into and out of swimwear with support and guidance. To be able to enter the water safely. Swim teachers to assess swimming ability of pupils.</li> <li>To be able to enter the water safely and blow bubbles using the mouth and nose 3 times. To move 5m forwards and backwards.</li> <li>To be able to identify three ways of how to be safe at the swimming pool. To float on front or back for 5 seconds, moving into to a standing position.</li> <li>To be able to participate in teacher led games to increase water confidence.</li> <li>To be able to kick 5m on their front and back (buoyancy aids allowed).</li> <li>To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).</li> </ol>	<ol style="list-style-type: none"> <li>To be able to get changed into and out of swimwear with teacher prompts. To be able to enter and exit the pool safely. Swim teachers to assess the swimming ability of pupils.</li> <li>To be able to float with and without buoyancy aids. Understand the concept of 'float to live'.</li> <li>To be able to kick 5m on their front and back (with or without buoyancy aids).</li> <li>To be able to participate in teacher led games to increase water confidence. To be able to identify 3 ways to be safe at the swimming pool and at the beach.</li> <li>To swim aided or unaided with a developing understanding of the different strokes and the actions involved in them.</li> <li>To swim aided or unaided for 5 metres. To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).</li> </ol>	<ol style="list-style-type: none"> <li>To be able to get changed into and out of swimwear with increasing independence. To be able to enter and exit the pool safely. Swim teachers to assess the swimming ability of pupils.</li> <li>To be able to recognise dangers and hazards at the swimming pool and beach. To be able to verbalise ways to keep safe when near or in the water,</li> <li>To develop swim strokes, looking at the arm and leg actions independently. This can be done with or without a buoyancy aid.</li> <li>To develop swim strokes, looking at the arm and leg actions independently. This can be done with or without a buoyancy aid.</li> <li>To be able to participate in teacher led games to increase water confidence. To be able to verbalise 'float to live', be able to float for 5 seconds.</li> <li>To swim unaided for 5m using recognised arm and leg actions; competently, confidently and consistently. To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).</li> </ol>
<b>OUTCOME / COMPOSITE</b>	Pupils will be able to get changed with increasing independence. Pupils will be able to enter and exit the water safely. Pupils will be able to participate in water confidence activities.	Pupils will be able to get changed with increasing independence. Pupils will be able to float (with or without a buoyancy aid). Pupils will be able to kick for 5m (with or without a buoyancy aid).	Pupils will be able to get changed independently. Pupils will be able to swim 5m (with or without a buoyancy aid). Pupils will have a developing understanding of the different swimming strokes and the actions involved in them.

# Newquay Primary Academy – Summer Term 2 Sequence – P.E.



## RECEPTION

### Olympics

**Prior knowledge...** 'Move like a... , Treasure Hunting, Hands and Eyes, Target Practice, Water Confidence' topics,

## YEAR 1

### Aim – Strike - React

**Prior knowledge...** Pupils have developed their fundamental movement skills and hand-eye coordination. They are able to play games with basic rules and have an understating of the feelings associated with winning and losing.

## YEAR 2

### Strike – React – Rally

**Prior knowledge...** Pupils will be able to strike a football OR throw a ball into a space. Pupils will be able to 'track' the ball with their eyes. Pupils will have a developing ability to co-ordinate their hands and eyes.

## INTENT

Pupils will consolidate and refine previous learning through different weekly activities i.e. beach games, sports days, cheerleading etc.

Pupils will use their fundamental movement skills (Agility, Balance and Coordination) to participate in striking and fielding activities.

Pupils will continue to develop their hand-eye coordination and apply this with their fundamental movement skills so they are able to participate in net and wall games.

## VOCABULARY / STICKY KNOWLEDGE

Agility, Balance, Coordination, turn taking, team work, hands ready, tracking, travel, safety, movement, throw, catch.

Striking, fielding, hitting, hands ready, bat, racket, catching, running, bases, bowling, scoring.

Hands ready, tracking, rackets, ball, rallies, hitting, swinging, challenges, team work, pairs, scoring.

## SEQUENCE OF LESSONS

1. To be able to participate in obstacle courses in a safe and controlled manner.
2. To be able to participate in a cheer and dance session, creating a cheer to perform at Sports Day!
3. To be able to participate in a beach games session, taking part in beach based activities.
4. To be able to participate in a practice session to prepare for Sports Day!
5. To be able to participate and apply skills in an inter-house Sports Day
6. To consolidate all learning and a fun

1. To acquire and develop skills to play 'football rounder's'.
2. To develop an understanding of 'fielding' and 'batting'. Pupils will start to develop knowledge of how to 'field' effectively.
3. To be able to play a football rounder's tournament. They will apply their batting and fielding skills. They will be able to keep their score.
4. To acquire skills to play 'throwing' rounder's. Pupils will be able to roll and throw the ball into space, away from the fielding team.
5. To be able to develop strategies to help them be more successful in 'throwing rounders'.
6. To consolidate their learning by participating in a striking and fielding tournament.

1. To have an understanding of what a 'rally' is and be able to identify games which involve rallies.
2. To acquire skills to 'trap and tap' using hand pads and plastic rackets.
3. To be able to hand-feed and hit the ball with a racket.
4. To acquire skills to be able to hit the ball with varying power.
5. To be able to move to strike the ball. Start to attempt rallies.
6. To be able to move the racket from low to high and be able to control the power and direction of the hit.

## OUTCOME / COMPOSITE

Pupils will be able to apply their fundamental movement skills (ABC) into a variety of different activities. Pupils will participate in events where they earn points for their team, they will understand how to be a good 'team mate'.

Pupils will be able to strike a football OR throw a ball into a space. Pupils will understand how to score a rounder. Pupils will be able to field the ball and return it to the 'bowlers' box to stop the batting team scoring.

Pupils will be able to identify sports that have rallies i.e. tennis, volleyball, table tennis. Pupils will be able to make contact the ball and hit the ball with control and increasing accuracy.

# Religious Education



At Newquay Primary Academy, the principal aim of *Religious Education* is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious Education (RE) is taught in line with the current Cornwall Agreed Syllabus for Religious Education alongside Understanding Christianity. The intent of Religious Education at our academy is to help pupils to: engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world.

# Newquay Primary Academy – Autumn Term 1 Sequence – RE



## RECEPTION

### Prior knowledge...

In EYFS the children have explored how people develop. Children are developing positive attitudes about the differences between people. ed imaginative play

## YEAR 1

### Prior knowledge...

Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging.

## YEAR 2

### Prior knowledge...

Children have explored other important Christian celebrations including Harvest.

## INTENT

To compare how people around the world celebrate and live their lives.

Who do Christians say made the world? To be able to retell Genesis 1 simply. They will recognise that Creation is the beginning of the 'big story' of the Bible and give one example of how Christians say thank you to God for Creation.

What do Christians believe God is like?

## VOCABULARY / STICKY KNOWLEDGE

Celebrations, religion, Christian, Hindu, Jesus, Bethlehem, Stable, angel, Diwali, Rama & Sita, Diya Lamp, Rangoli Pattern

Christian, creation story, god, harvest festival,

Christian, God, beliefs, parable, forgiveness love

## SEQUENCE OF LESSONS

1. Make comparisons of celebrations between their own lives and the lives of others – birthdays, weddings, celebrations
2. Recognise people have different beliefs and celebrate special times like Diwali and Christmas in different ways.
3. Create rangoli patterns, diya lamps, dance and retell the story of Rama and Sita.
4. Learn about why Christians celebrate Christmas.

1. To describe what they see and how they feel in a natural environment (Orchard Visit)
2. To discuss who Christians believe created the world.
3. To discuss if Christians believe God made the world, what should they do to say thank you?
4. To celebrate the harvest festival – collection for local foodbank and visit from DISC representative.
5. To make links with grace before meals.
6. To think, talk and ask questions about living in an amazing world.

1. I will listen to and retell the story of 'The Lost Son' from the bible and find and recognise a link with the concept of God as a forgiving father.
2. I will learn about Christians and give clear, simple accounts of what it means to be a Christian.
3. I will be able to give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving. For example; by saying sorry, by seeing God as welcoming them back, by forgiving others. We will share our own examples of how we might show forgiveness.
4. I will learn about how Christians worship God and we will give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
5. I will think, talk and ask questions about whether we can learn anything from the story for themselves, exploring different ideas.

The children will be able to explain how people celebrate Diwali and Christmas during class discussions

**Make sense of belief:**  
• Retell the story of creation from Genesis 1:1–2:3 simply

**Make sense of belief:**  
• Identify what a parable is

**OUTCOME /  
COMPOSITE**

- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world
  - **Understand the impact:**
    - Give at least one example of what Christians do to say 'thank you' to God for Creation
  - **Make connections:**
    - Think, talk and ask questions about living in an amazing world

- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians
  - **Understand the impact:**
    - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
    - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)
  - **Make connections:**
    - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
    - Give a reason for the ideas they have and the connections they make.

# Newquay Primary Academy –Autumn Term 2 Sequence – RE



	RECEPTION	YEAR 1	YEAR 2
<b>INTENT</b>	<p><b>Prior knowledge...</b> In EYFS the Children are developing positive attitudes about the differences between people. The children have explored materials and developed imaginative play</p>	<p><b>Prior knowledge...</b> Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging</p>	<p><b>Prior knowledge...</b> Children have explored other important Christian celebrations including Harvest.</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	<p>To compare how people around the world celebrate and live their lives.</p>	<p>Why does Christmas matter to Christians? To understand why Christmas is important to Christians.</p>	<p>What does it mean to belong to a faith community? To compare belonging to a faith community through their expressions of faith, rituals and ceremonies.</p>
<b>SEQUENCE OF LESSONS</b>	<p>Celebrations, religion, Christian, Hindu, Jesus, Bethlehem, Stable, angel, Diwali, Rama &amp; Sita, Diya Lamp, Rangoli Pattern</p> <ol style="list-style-type: none"> <li>1. Make comparisons of celebrations between their own lives and the lives of others – birthdays, weddings, celebrations</li> <li>2. Recognise people have different beliefs and celebrate special times like Diwali and Christmas in different ways.</li> <li>3. Create rangoli patterns, diya lamps, dance and retell the story of Rama and Sita.</li> <li>4. Learn about why Christians celebrate Christmas.</li> </ol>	<p>Christian, Christmas, church, vicar, bible, Jesus, advent,</p> <ol style="list-style-type: none"> <li>1. Why is Christmas important to Christians?</li> <li>2. What is Christmas? To retell the Christmas story</li> <li>3. How is Christmas celebrated? What happens in a Christian church at Christmas?</li> <li>4. What does advent mean to Christians?</li> <li>5. Why do Christians decorate their homes at Christmas?</li> <li>6. Why do Christians give gifts at Christmas?</li> </ol>	<p>Community, symbols, faith, ceremony, belonging, marriage</p> <ol style="list-style-type: none"> <li>1. I can say a group or community that I belong to and talk about what is special and important about belonging to a group that is important to me.</li> <li>2. I can recognise symbols of belonging for Christians ...recognise symbols of belonging for Jews or Muslims. I can think about why symbols of belonging matter to believers.</li> <li>3. I can give an example of how a person from different faiths might show they love people.</li> <li>4. I will be able to talk about how different faith welcome babies into the world.</li> <li>5. I will learn how different faiths celebrate the birth of a baby through ceremonies.</li> <li>6. I will learn how different faiths show belonging through marriage.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	<p>The children will be able to explain how people celebrate Diwali and Christmas during class discussions</p>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that stories of Jesus' life come from the Gospels.</li> <li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not                             <ul style="list-style-type: none"> <li>• Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul> </li> </ul>	<p><b>Make sense of beliefs:</b></p> <ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities.</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>



# Newquay Primary Academy – Spring Term 2 Sequence – RE



## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

### RECEPTION

**Prior knowledge...**  
Children can think about the perspectives of others.

Recognise that people have different beliefs and celebrate special times in different ways.

Chinese New Year, Lunar Calendar, fireworks, firecracker, red Pockets, Easter, Resurrection, Jesus, Cross, Re birth.

1. Recognise people have different beliefs and learn how Chinese New Year is celebrated around the world.
2. Discuss my wishes on Chinese New Year using well-formed sentences.
3. Compare and contrast CNY to Diwali and Christmas.
4. Learn about how Christians celebrate Easter and discuss how my family celebrate.
5. Explain the places that are special to me and people in my community when I become a bus tour guide for Newquay.

The children will know some similarities and differences between different religious and cultural communities in this country.

### YEAR 1

**Prior knowledge...**  
Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging

Why does Easter matter to Christians?  
To explain why Easter is so important to Christians.

Islam, Muslim, Qur'an, Mosque, Shahada

1. To recognise that incarnation and salvation are part of a 'big story' of the Bible.
2. To be able to tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people)
3. To recognise that Jesus gives instructions about how to behave.
4. To understand how Christians celebrate Easter.
5. To be able to give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in Church worship at Easter.
6. To be able to talk about history of the easter egg and why Christians give them at Easter.

#### **Make sense of belief:**

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

#### **Understand the impact:**

- Give at least three examples of how Christians show their beliefs about Jesus'

### YEAR 2

**Prior knowledge...**  
Children have explored Christianity and Islam in previous units.

Who is Jewish and how do they live?

Christians, Jesus, good news, Gospel

1. To introduce Jewish beliefs about God as expressed in the Shema.
2. To understand what is precious to Jewish people.
3. To identify what the Mezuzah reminds Jewish people about.
4. To understand how and why do Jewish people celebrate Shabbat.
5. To identify some of the stories that Jewish people tell from the Jewish Bible.

#### **Make sense of belief:**

- Recognise the words of the Shema as a Jewish prayer.
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah).
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

#### **Understand the impact:**

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).

death and resurrection in church worship at Easter.

**Make connections:**

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

- Make links between Jewish ideas of God found in the stories and how people live.
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

**Make connections:**

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

# Newquay Primary Academy – Summer Term 1 Sequence – RE



## RECEPTION

### Prior knowledge...

Children are developing their sense of responsibility and membership of a community.

## YEAR 1

### Prior knowledge...

Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging

## YEAR 2

### Prior knowledge...

Children have explored other religions including Christianity and Islam.

## INTENT

To talk about the lives of the people around them and their roles in society.

1.6 Who is Muslim and how do they live?  
To develop an understanding of who Muslims are and how they live (part 2).

1.9 How should we care for others and for the world, and why does it matter?

## VOCABULARY / STICKY KNOWLEDGE

RSPCA, cruelty, care, community, Cornwall, RNLI. Lifeboat, Lifeguards, coast, beach, jet ski,

Prophet Muhammad, Ramadam, Shahadah, Allah

Genesis

## SEQUENCE OF LESSONS

1. Show sensitivity to my own and others' needs when I do my Perfect Pet Challenge.
2. Express my ideas and feelings to our RSPCA visitor and understanding how they take care of animals.
3. Explain how the RNLI crew and lifeboats keep us safe in Cornwall.
4. Give focused attention to our Lifeguard visitor and understand how to stay safe at the beach.

1. What do people think about God? What do Muslims think about God?
2. What do Muslims think about God?
3. Who was the Prophet Muhammad and why is he important to Muslims?
4. What can people learn from Muslim holy words?
5. What difference does worshipping God make to Muslims?

1. To identify whether Christian, Jewish and non-religious people believe about caring for people.
2. To identify what it means when Christians believe we have spoiled God's great world and Jewish people believe that world is broken.
3. To identify how some religious and non-religious people show that they care for people.
4. To know stories that Christians and Jewish people tell about the beginning of the world and how to treat the world.
5. To identify how we should treat people and the world.

## OUTCOME / COMPOSITE

The children will talk about the lives of the people around them in Newquay and their roles in society in the Vet/Pirate ship role play.

**Make sense of belief:**

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

**Understand the impact:**

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their

**Make sense of belief:**

- Identify a story or text that says something about each person being unique and valuable.
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

**Understand the impact:**

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.
- Give examples of how Christians and Jews can show care for the natural earth.

beliefs and actions (e.g. care for creation, fast in Ramadan)

- Give examples of how Muslims put their beliefs about prayer into action

**Make connections:**

- Think, talk about and ask questions about Muslim beliefs and ways of living
  - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

- Say why Christians and Jews might look after the natural world.

**Make connections:**

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

# Newquay Primary Academy – Summer Term 2 Sequence – RE



## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

**RECEPTION**  
**Prior knowledge...**  
 Children are developing their sense of responsibility and membership of a community.

To talk about the lives of the people around them and their roles in society.

RSPCA, cruelty, care, community, Cornwall, RNLI. Lifeboat, Lifeguards, coast, beach, jet ski,

1. Show sensitivity to my own and others' needs when I do my Perfect Pet Challenge.
2. Express my ideas and feelings to our RSPCA visitor and understanding how they take care of animals.
3. Explain how the RNLI crew and lifeboats keep us safe in Cornwall.
4. Give focused attention to our Lifeguard visitor and understand how to stay safe at the beach.

The children will talk about the lives of the people around them in Newquay and their roles in society in the Vet/Pirate ship role play.

**YEAR 1**  
**Prior knowledge...**  
 Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging

What makes some places sacred to believers?

Sacred, Church, Synagogue, Mosque

1. To identify which places are important to me. Where is a sacred place for believers to go?
2. To understand which place of worship is sacred for Christians
3. To understand which place of worship is sacred for Jewish people.
4. To understand which place of worship is sacred for Muslims.
5. To identify how are places of worship similar and different. To know why places of worship important to our community.

**Make sense of belief:**

- Recognise that there are special places where people go to worship, and talk about what people do there.
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

**Understand the impact:**

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.

**YEAR 2**  
**Prior knowledge...**  
 Children have explored Christianity and Islam in previous units.

Who is Jewish and how do they live (Part 2)?

Sukkot, Mezuzah, Chanukah

1. To identify the main beliefs and festivals for Jewish people.
2. To learn about the stories, meanings and what happens at festivals: e.g. Sukkot
3. To identify what the story of Chanukah make us think about.
4. To understand how do Jewish people think about miracles at Chanukah.
5. To consider the importance and value of celebration and remembrance in pupils' own lives.

**Make sense of belief:**

- Recognise the words of the Shema as a Jewish prayer.
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah).
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

**Understand the impact:**

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).
- Make links between Jewish ideas of God found in the stories and how people live.
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

**Make connections:**

- Give simple examples of how people worship at a church, mosque or synagogue.
- Talk about why some people like to belong to a sacred building or a community.

**Make connections:**

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

# Science



At Newquay Primary Academy we recognise the importance of *Science* in every aspect of daily life. As one of the core subjects taught in primary schools, we give the teaching and learning of science the prominence it requires. Our aim is to equip our children with the key working scientific skills, knowledge and vocabulary motivated by our core skills of active learning, basic skills and creative thinking.

# Newquay Primary Academy –Autumn Term 1 Sequence– Science



## RECEPTION

### *Who am I?*

#### Prior knowledge...

Children can make healthy choices about food, drink, activity and toothbrushing and understand 'why' questions.

## YEAR 1

### Animals including humans

#### Prior knowledge...

Within EYFS children have a knowledge base of similarities and differences as well as growth and change over time in living things; plants, animals and humans as part of Understanding the World.

## YEAR 2

### Everyday materials

#### Prior knowledge...

Children have named different everyday materials and identified some of their uses.

## INTENT

To make healthy choices about food, drink, activity and toothbrushing. Begin to make sense of their own life-story and family's history.

To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use

## VOCABULARY / STICKY KNOWLEDGE

Head, face, eye, eye lashes, nose, ears, hair, neck, cheek, skin tone, dentist, oral health, toothbrush, plaque

Head, body, eyes, ears, mouth, teeth, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pushing, pull, pulling, twist, twisting, squash, squashing, bend, bending, stretch, stretching

## SEQUENCE OF LESSONS

1. Understand healthy living and make healthy choices.
2. Discuss oral health with our local dentist visitor.
3. Understand how we are different and the same in positive terms.
4. Identify the parts of my face I need to draw my self-portrait.
5. Talk about family roles and routines and how they are the same/different using well-formed sentences. Ask question to find out more from my friends.
6. Weather and Seasons. Talk about changes in Autumn. What happens in Autumn. Encourage New News about Autumnal changes and utilise any natural resources the children bring in for play opportunities.

1. Identify and name the basic parts of the human body
2. Draw and label the basic parts of the human body
3. Say which part of the body is associated with each sense (see)
4. Say which part of the body is associated with each sense (taste)
5. Say which part of the body is associated with each sense (feel)
6. Say which part of the body is associated with each sense (smell)
7. Say which part of the body is associated with each sense (hear)

1. Identifying uses – I can identify uses of different everyday materials.
2. Out and about – I can identify and group the uses of everyday materials. I can record my observations.
3. Comparing suitability – I can compare the suitability of different everyday materials.

## OUTCOME / COMPOSITE

Draw a detailed self-portrait for display. Explore The Orchard collecting natural resources to discuss what signs of Autumn I can see.

To label the basic parts of the human body (on child wearing morph suit using Velcro labels set up like a medical school exam). To go on a nature walk and to use my senses to describe what I can see, hear, smell, touch and taste.

Children complete challenges using their knowledge gathered in the unit. (Build the tallest tower -wood, sponge, straw etc and explain why?)



# Newquay Primary Academy –Autumn Term 2 Sequence– Science



	RECEPTION What do you think? Prior knowledge... Talk about the differences between materials and changes they notice.	YEAR 1 Seasonal Changes Prior knowledge... Children ask questions about the natural world. They will understand some important processes and changes around them including the seasons.	YEAR 2 Living things and their habitats Prior knowledge... Children will have an awareness of different types of animals and the habitats they live in.
INTENT	To observe changes of Autumn to Winter. To describe weather associated with Winter. To explore materials to find which is best for house and boat building.	To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies -Autumn and winter (This will be done on a weekly basis with the children).	To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
VOCABULARY / STICKY KNOWLEDGE	Weather, sunny, rainy, windy, snowy, sleet, hail, storm partly cloudy, icy, lightening, thunder, seasons, months, Autumn, Winter, materials, wood, strength, straw, weak wood, construct, choice.	Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, autumn, Sun, sunrise, sunset, day length	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied
SEQUENCE OF LESSONS	<ol style="list-style-type: none"> <li>1. Weather and Seasons. Talk about changes in Winter.</li> <li>2. Look at the changes in the weather daily when the children discuss the calendar.</li> <li>3. Have a snow day and see our winter observation pictures covered with snow.</li> <li>4. Explore the natural world around them, using our bug hunting bags.</li> <li>5. Talk about what they see and hear whilst outside using a wide vocabulary.</li> <li>6. Start to explore the world map and which materials houses are built from around the world.</li> <li>7. Decide what materials I would use to build my house.</li> <li>8. Gather data on my preferences. What book do I prefer, what fruit do I like best, what marble treat shall we do.</li> <li>9. Explore which material is best for a boat for my Gingerbread man. What happens if he gets wet?</li> </ol>	<ol style="list-style-type: none"> <li>1. To observe and describe how day length varies in the context of autumn and winter.</li> <li>2. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change during autumn and winter.</li> <li>3. To observe and describe weather associated with the seasons by observing and recording the weather.</li> <li>4. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction.</li> <li>5. To observe changes across the 4 seasons by exploring how some animals adapt to survive in different seasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will learn and understand what a habitat is.</li> <li>2. We will understand what is living and non-living and what animals and plants live in a woodland habitat.</li> <li>3. We will explore which animals live in a woodland habitat and learn why animals live in a specific habitat.</li> <li>4. We will create bug hotels.</li> <li>5. We will learn about animal adaptations in a habitat and explore why some animals adapt.</li> <li>6. We will explore plant adaptations in a habitat to help us understand that plants are also living things.</li> <li>7. We will use our knowledge of animals and plants in a habitat to investigate a mystery habitat, identifying living and non-living things and how living things survive there.</li> </ol>
OUTCOME / COMPOSITE	Children will build their own house to stay safe from the Big Bad Wolf. Children will describe the weather to their friends.	Children will create a mini film to explain the characteristics of autumn and winter.	Children will create their own creature and habitat and explain why it lives there.

# Newquay Primary Academy – Spring Term 1 Sequence – Science



	RECEPTION	YEAR 1	YEAR 2
<b>INTENT</b>	<p><b>I wonder what is out of this world.</b>  <b>Prior knowledge...</b>                      Children explore collections of materials with similar and/or different properties</p>	<p><b>Seasonal changes</b>  <b>Prior knowledge...</b>                      Children ask questions about the natural world. They will understand some important processes and changes around them including the seasons.</p>	<p><b>Living things and their habitats</b>  <b>Prior knowledge...</b>                      Children will have an awareness of different types of animals and the habitats they live in.</p>
<b>VOCABULARY / STICKY KNOWLEDGE</b>	<p>Space, planets, Earth, Mars, Venus, Saturn, Uranus, Neptune, Mercury, Jupiter, Solar System, International Space Station, Experiments, Mars Rover, robots, astronauts, rocket, gravity. Carnivore, Herbivore, Omnivore, prey, predator. Weather, sunny, rainy, raining, windy, snowy, cloudy, hot, warm, cold, storm, sleet, snow, icy, frost, seasons, winter, spring, light, dark.</p>	<p>Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, summer, spring, autumn, Sun, sunrise, sunset, day length</p>	<p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied</p>
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>1. Recognise environments are different on the planets in our solar system and understand why our planet looks green and blue from space.</li> <li>2. Understand how astronauts travel from Earth to different places in Space.</li> <li>3. To observe photos and videos from the ISS and Mars Rover.</li> <li>4. To explore and discuss forces whilst using the messenger rocket.</li> <li>5. Learn about gravity and the effects it has on us.</li> <li>6. Compare different dinosaurs and learn how to distinguish carnivores and herbivores.</li> <li>7. Weather and Seasons. To observe and talk about changes in Winter and Spring.</li> </ol>	<ol style="list-style-type: none"> <li>1. To observe and describe how day length varies in the context of spring and summer.</li> <li>2. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change in spring and summer.</li> <li>3. To observe and describe weather associated with the seasons by observing and recording the weather (Spring and Summer).</li> <li>4. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction.</li> <li>5. To observe changes across the 4 seasons by exploring how some animals adapt to survive in different seasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. To visit a local farm (sweets dairy) to learn how animals (Cows) obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	<p>The children will be able to explain some differences between Earth and other planets in our solar system. They will be able explain what a carnivore/herbivore is.</p>	<p>Children will create a mini film to explain the characteristics of spring and summer.</p>	<p>Children will create a video in the style of David Attenborough to describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.</p>

# Newquay Primary Academy – Spring Term 2 Sequence – Science



## RECEPTION

### *I wonder what moves*

#### Prior knowledge...

The children can talk about what they see, using a wide vocabulary.

## YEAR 1

### *Animals including humans*

#### Prior knowledge...

The children can use their senses to explore the world around them. The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats.

## YEAR 2

### *Animals including humans*

#### Prior knowledge...

Children have learned about the different parts of the body and their senses. Children will be able to name and identify a variety of common animals.

## INTENT

To explore life in medieval times and compare it with how I live my life (comparing environments). Use my senses to explore the world around me. Experiment and report on forces and materials.

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## VOCABULARY / STICKY KNOWLEDGE

Push, pull, attract, repel, twist, seasons, Winter, Spring, Autumn, Summer, question, describe, compare, test, observe.

Carnivore, Herbivore, Omnivore, fish, amphibians, reptiles, birds, mammals, cold-blooded, warm-blooded, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves.

Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).

## SEQUENCE OF LESSONS

1. Describe what I can see, smell, hear, and feel when I visit Newquay Orchard to inspire our Spring poem.
2. Compare and contrast how people in the past and people now got from place to place.
3. Describe the forces used when I travel in my vehicle and when I make a hot air balloon.
4. Explore magnets when racing cars and trains.
5. Use talk to help work out problems, organise thinking, explain how things work and why they might happen when we visit Pendennis Castle.

1. Observing animals - To identify and name some common animals.
2. Comparing animals - To describe and compare the structure of a variety of common animals.
3. Animal diets - To identify, name and sort animals that are herbivores, carnivores and omnivores.
4. WOW – Newquay Zoo visit

1. We will learn that animals, including humans, have offspring, which grow into adults.
2. We will find out about and describe the basic needs of animals, including humans, for survival, exploring why animals and humans need water, food and air.
3. We will learn about and be able to describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans.
4. Then, we will use our knowledge to help us investigate the importance of exercise for humans.
5. We will consider and describe the importance of hygiene for humans.
6. Then, we will perform simple tests to investigate the importance of hygiene.

**OUTCOME / COMPOSITE**

The children will make comments about what they have heard and show case their learning at our Knights Tournament.

We will create an information booklet on the computer to explain what we have learned about identifying, classifying and sorting animals.

Learning about how soap keeps our hands clean.

We will be able to describe and explain what animals, including humans, need to survive.

# Newquay Primary Academy – Summer Term 1 Sequence – Science



	RECEPTION <i>I wonder what grows.</i> Prior knowledge... Children have planted seeds and cared for growing plants.	YEAR 1 <i>Plants</i> Prior knowledge... The children will be able to explain differences and similarities in mini beasts and habitats.	YEAR 2 <i>Plants</i> Prior knowledge... Children will have been taught to name and identify a variety of common, wild and garden plants.
<b>INTENT</b>	To describe different life cycles. To identify the key parts of a flower To identify and name a variety of animals that are carnivores, herbivores, omnivores, predators, prey and mini beasts.	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees.	To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<b>VOCABULARY / STICKY KNOWLEDGE</b>	Carnivore, Herbivore, Omnivore, predator, prey, mini beast, arachnid, insect, crustacean, life cycle, seed, seedling, roots, stem, leaves, flower, petal, animal, habitat, shelter.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area	Light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling
<b>SEQUENCE OF LESSONS</b>	<ol style="list-style-type: none"> <li>1. Explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover, explaining similarities and differences.</li> <li>2. Document the changes that happen to our class caterpillars in my butterfly diary.</li> <li>3. Plant seeds/bulbs in the garden and explore what they need to survive. Measure to discover who's sunflower grows the biggest.</li> <li>4. Make accurate observations when I paint animals in water colour and plants from the garden.</li> <li>5. Discuss the contrasting environments some animals live in compared to a domestic pet.</li> <li>6. Visit the Eden Project to learn about flowers that attract insects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making observations - To describe and compare plants, seeds and bulbs.</li> <li>2. Parts of a plant -To name and compare the parts of plants.</li> <li>3. Garden and wild plants - To identify and name some common garden and wild plants.</li> <li>4. Terrific trees - To identify and name some common trees.</li> <li>5. Fruit and vegetables - To name, sort and compare some common fruit and vegetable plants.</li> <li>6. Comparing plants - To name and compare some common plants and trees.</li> <li>7. Eden Project visit to identify and name a variety of common wild and garden plants.</li> </ol>	<ol style="list-style-type: none"> <li>1. What do plants need to grow? –</li> <li>2. To design and set up a test to find out what plants need to stay healthy.</li> <li>3. What's inside a seed? –</li> <li>4. To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.</li> <li>5. Life cycle of a plant –</li> <li>6. To describe the life cycle of a plant.</li> <li>7. What do plants need to stay healthy? 1- To explain what plants need to grow and stay healthy.</li> <li>8. What do plants need to stay healthy? 2 - To describe what happens if plants don't get all the things they need.</li> <li>9. How do plants grow in hot, dry and cold places? - To explain how plants are suited to their habitat.</li> </ol>
<b>OUTCOME / COMPOSITE</b>	The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats.	To grow a plant (sunflower) and observe changes.	To grow strawberries (from small plants) and invite parents in for a cream tea picnic using home grown strawberries.

# Newquay Primary Academy – Summer Term 2 Sequence – Science



## RECEPTION

**Prior knowledge...**  
The children can articulate similarities and difference in discussions about animal habitats, mini beasts and seasons.

The children will take responsibility for their local environment and broaden their knowledge of sea creatures.

Beach, sea, ocean, rock pool, shell, limpet, crab, crustacean, muscle, fish, material, plastic, wood, waterproof, absorbent, fabric, light, heavy, environment, Summer.

1. Explain similarities and differences about a variety of sea creatures.
2. Explore the natural world around us during beach school when I discover creatures in the rock pools.
3. Make accurate observations when I paint and make sea creatures.
4. Discuss how I can help the planet and understand how important it is when I participate in the beach clean.
5. Experiment with different materials to make a boat that floats.
6. Explore forces when I catch fish with magnet fishing rods.
7. Understand the changes in the Summer and verbalise what I need to do to stay safe when the weather is hotter.

The children will be able to explain why we must take care of our oceans during our beach clean and make boats that float successful using a correct medium.

## YEAR 1

### *Everyday Materials*

**Prior knowledge...**  
The children have explored a variety of materials and have made boats that float successfully using a correct medium.

To understand that different objects are made from different materials.

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through

1. I will learn what an object and a material are. We will then distinguish between an object and the material which it is made from and share our thoughts and ideas about why the object has been made from that material.
2. I will identify and name a variety of everyday materials, including: wood, plastic, metal, glass and rock.
3. I will learn that all objects are made of one or more materials. Some objects can be made from different materials and we will explore different examples of this e.g. plastic, metal or wooden spoons.

To test a variety of materials and choose suitable materials to make a functioning light house. (DT link)

## YEAR 2

### *Everyday materials*

**Prior knowledge...**  
Children have named different everyday materials and identified some of their uses.

To explore the uses of everyday materials. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching

1. I can compare the suitability of different everyday materials.
2. I can explain how the shapes of objects made from some materials can be changed.
3. I can explain the process of recycling.
4. I can tell you about an inventor.

To create a learner guide about an inventor to share with parents.

## INTENT

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

# EYFS

Our curriculum begins in EYFS, where the uniqueness of each child is valued. We support our children to become independent and collaborative learners by providing a range of activities and experiences.

Our values-based approach underpins the curriculum with universal positive human values. It creates a strong learning environment that enhances academic achievement.

Pupils learn about their world through nature play and outdoor learning. Pupils work within the EYFS framework with emphasis placed on the teaching of numeracy and literacy skills, as well as further encouraging the development of the whole child – waking the children up to the creativity that's inside them.

During EYFS our children will also begin to understand our school values which helps them start to challenge, question and understand the world around them.



# EYFS – Long-term curriculum plan

	Term 1	Term 2	Term 3
	I wonder what is special about me	I wonder what you think?	I wonder what is out of this world
	I wonder what moves	I wonder what grows	I wonder what I can imagine
	Am I a Superhero? Who am I?	Who is afraid of the Big Bad Wolf?	What happens in other worlds?
	Do I want to be a knight? How did people from the past get around?	Where do animals live? Are Minibeasts like me? Are Plants Alive?	Where would you bury your treasure? What lives in the ocean?
Themes	Healthy Me Superheroes Friendship Well-being	Traditional Tales Fireworks Christmas	Frozen Planet Space Dinosaurs Chinese New Year
	Transport Up, up and away Castles, Knights and Dragons	Vets Jungles Garden	Under the Sea Pirates Seaside
Key Texts	Superworm Daisy, Eat your Peas! The Tiger who came to tea People Who Help Us Room on the Broom Zog and the flying doctors Supertato Evil Pea Rules!	The Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears Stick Man Nursery Rhymes The Jolly Christmas Postman Diwali Luna Loves Art	Wanda's Space Party How to Catch a Star Planet in a Pickle Jar Aliens Loves Underpants Toys in Space The Way Back Home Tyrannosaurus Drip The Magic Paint Brush
	The Night Dragon The Rapping Princess In the Castle The Naughty Bus Zog Here Be Dragons Dragon Post	Rumble in the Jungle Giraffes can't Dance Tad What the Ladybird heard on Holiday The Very Hungry Caterpillar Mad about Minibeasts Jaspers Beanstalk Handa's Surprise The Lion Inside	Tiddler The Fish that Could Wish The Pirates Next Door Pirate Stew Billy's Bucket Octopus Shocktopus The Big Book of Blue Commotion in the Ocean The Night Pirates
PSED	Identify and express their own feelings  Understand healthy living and make healthy choices  Being Me in my own World. Understand how I fit in my own world	Think about the perspectives of others and celebrate difference  Show understanding of others feelings (empathy)  Celebrate differences and show respect for similarity and difference. Anti-bullying and being unique	Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.  Dreams and Goals. Aspirations, how to achieve goals and understanding the emotions that go with this
	Follow instructions- making models etc.  Healthy Me. Understanding how to keep safe and be healthy	Be confident to try new activities  Develop independence  Relationships. Building positive and healthy relationships	Set and work towards simple learning goals (link to own reports)  Changing Me. Coping positively with change
CL	Be able to express a point of view  Express ideas and feelings	Listen and respond to stories  Make comments about what they have heard	Acquire and use new vocabulary
	Respond to nonfiction texts and stories  Ask questions and respond appropriately	Offer explanations for why things happen  Ask questions and respond appropriately	Use a range of small tools effectively
PD	Develop the skills needed to get through the school day e.g. lining up	Use core muscle strength to achieve good posture (start to develop handwriting posture)	Negotiate space and obstacles safely
	Demonstrate strength, balance and co-ordination and experiment and use	Demonstrate different ways of moving	



	Revise and use fundamental movement skills		Use a range of tools effectively	different ways of moving- bikes/ scooters etc.		
Literacy	RWI set 1 sounds Listening Discrimination of sounds Initial sounds Name writing  Fine motor- pencil control  Listen to stories and retell	RWI Set 1 sounds  Letter formation  Writing initial sounds and basic CVC labels  Retell stories through small world and role play  Describe events in familiar stories and predict events (join in)	RWI Set 2 sounds  Letter formation  Initial sounds and CVC labels (extend to captions)  Draw vocabulary and knowledge from nonfiction books and stories	RWI Set 2 sounds  Labels and captions  Short sentences- finger spaces, full stops, and capital letters  Draw vocabulary and knowledge from nonfiction and use throughout the day in different contexts	RWI Set 3 for those children who are secure with S1/2  Captions and sentences  Use and understand new vocabulary from stories, poems, and non-fiction  Discuss what they know/ have found out  Sequence and retell stories	RWI Set 3 for those children who are secure with S1/2  Sentences- finger spaces, caps letter, full stops  Use and understand new vocabulary from songs and stories  Sequence and retell stories  Adapt narratives
Maths	Talk about numbers that are special to me  Count on and back from 10 and learn about one more and one less  Measure length, height, and distance  Learn how to make repeating patterns	Start to subitise small numbers  Numbers 1 – 5 representing/counting/arranging sorting and comparing objects and amounts up to five in arrays  Compare different quantities  Continue to make repeating patterns including ABC patterns	Link the numerical symbol with its cardinal value  Numbers 6, 7 and 8 representing/counting/arranging sorting and comparing objects and amounts in arrays  Compare weight and capacity  Measuring length  Subitise small numbers	Recall some number bonds to 5 and 10  Numbers 9 and 10 representing/counting/arranging sorting and comparing objects and amounts in arrays  Explore the composition of ten  Manipulate 2D and 3D shapes  Measure and compare height	Recall number bonds to 5 and some to 10  Understand the composition on 10  Count beyond 10  Recall double, subtraction, odd and even facts  Share equally	First, Then, Now Start to solve maths problems  Use positional maths language  Know my number bonds to five and 10  Recall double, subtraction, odd and even facts
Understanding the World	Talk about the lives of people familiar to them- branching out to careers  Know some similarities and differences between religious and cultural communities	Explore differences in life in this country and other countries- stories  Map work linked to stories  Know some similarities and differences between religious and cultural communities	Know some similarities and differences between the world around them and contrasting environments  Know some similarities and differences between religious and cultural communities	Compare and contrast the past with the present day- use books, stories, characters, and images  Map work related to transport	Explore the natural world, observing and describing the world around them	Compare and contrast the past  Contrast environments
Expressive Arts and Design	Explore the use of colour and design  Talk about designs	Make use of props and materials in the role play area to re-create well known stories	Explore the use of tools and materials	Invent and adapt stories through their role play and small world play	Perform poems  Explore the use of tools and share designs etc.	Invent and adapt stories through their role play and small world play

		Perform songs and stories		Create and adapt designs		
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**Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts. Use ELG breakdowns to see how they can be supported/ enhanced in the provision. The themes are subject to change dependent on children's interests.**

# Autumn first half term sequence of learning – Early Years Foundation Stage



**Our key questions:** I wonder what is special about me? What is special about my family?  
What is special about my community?

*Prior learning has been gathered using the statutory reception baseline assessment during the first six weeks of the academic year – combined with communications at the point of transition during the Summer term with previous settings*

## KEY THEMES

*Healthy me, Superheroes, Friendship, Wellbeing & Our Community*

### Personal Social and Emotional Development

#### PRIOR LEARNING

In EYFS the children have learnt to develop a sense of responsibility, talk about their feelings and put on coats, toilet unaided and wash their hands

#### INTENT

To build constructive and respectful relationships, identify and express their feelings and develop skills needed to manage the school day

#### SEQUENCE OF LEARNING

1. Understand Joshua class rules. Why do we have rules? Setting behaviour expectations.
2. Learn about Joshua Class NEW NEWS and tell my new friends what is special about me in positive terms. What am I good at?
3. Playing in Discover & Do and learning to take it in turns. Using egg timers independently to help us learn what a fair turn is.
4. Identify and express their own feelings.
5. Understand healthy living and make healthy choices.
6. Understand how we are different and the same in positive terms.

#### OUTCOME/COMPOSITE

The children will successfully follow the Golden Rules (Be kind and respectful, gentle, honest, work hard, listen and look after property).

### Communication and Language

#### PRIOR LEARNING

In EYFS the children have learnt to understand a two-part instruction and tried to express a point of view

#### INTENT

To understand how to listen carefully, express a point of view, describe events in some detail and join in rhymes and song

#### SEQUENCE OF LEARNING

1. Explore new vocabulary in role play areas inside and outside.
2. Show awareness of the listener in New News.
3. Respond to 'How and Why' questions.
4. Ask my friends and visitors thoughtful questions.
5. Recount my own experiences and thoughts in discussions, and in New News, using Tapestry videos and photographs, outstanding work and personal items as stimuli.
6. Respond to stories. Did I enjoy it? Which part? What will happen next?
7. Join in rhymes and song about Maths and the world around us.
8. Recount Supertato story using our Story Telling box and our friends Eva and Cat.
9. Compare and contrast my family to others.

#### OUTCOME/COMPOSITE

The children will express a point of view and recount the story of Supertato using finger puppets and the story telling box.

### Physical Development

#### PRIOR LEARNING

In EYFS the children have developed their movement, attempted a comfortable pencil grip with good control and used one handed tools and equipment

#### INTENT

Revise and use fundamental movement skills, use a comfortable grip to write and use one handed tools and equipment successfully

#### SEQUENCE OF LEARNING

1. Revise and use fundamental movement skills in PE lessons.
2. Ride bikes.
3. Hold a pencil comfortably to write and draw.
4. Develop the strength in my hands in funky finger activities to improve my writing. Using play dough, tweezers, scissors, paint brushes, small lego, threading beads, magformers, real life tools, water pumps, sand and water tools.
5. Use large movements by using the water pump, gardening, large water play, giant marble run, den building, sand pit, large scale paint projects to help us develop body strength to improve our writing and over health and well being

#### OUTCOME/COMPOSITE

The children will hold a pencil comfortably and design a wanted poster to find Evil Pea  
The children will negotiate space and obstacles safely.

## Literacy

### PRIOR LEARNING

In EYFS the children have attempted to write some letters, their name and talked about stories

### INTENT

To start to write some letters comfortably, distinguish, recognise, and write initial sounds, write their own name, understand print has meaning

### SEQUENCE OF LEARNING

1. Write my name every morning.
2. Label my work with my name.
3. Learn RWI set 1 sounds.
4. Attempt to read and spell CVC words.
5. Read Tricky Words like I and the.
6. Label my pictures trying to form the initial sound.
7. Become aware of why writing is useful by writing thankyou cards to the Fire Service.
8. Understand what a wanted poster is and what makes a good character description.
9. Attempt to use Fred fingers to write independently.
10. Write the initial sounds in words
11. Attempt to write a list when I create my own Supertato.
12. Engage in conversation about stories.

### OUTCOME/COMPOSITE

The children will know 15 set 1 sounds and can write their name. The children will make a wanted poster to Catch Evil Pea, using initial sounds in words.

## Mathematics

### PRIOR LEARNING

In EYFS the children have recited numbers past 5 and can show 'finger numbers to 5'

### INTENT

To link numerals and amounts to 5, recite numbers past 5, extend and create patterns, say one number for each item and explore 2D shapes using informal mathematical language

### SEQUENCE OF LEARNING

1. What numbers are special to me? Display house numbers from the children, birthday cards, discuss how old our siblings are and each other.
2. Counting on and back to 10.
3. Numbers 1-5 representing/counting/arranging sorting and comparing objects and amounts up to 5 in arrays.
4. Comparing different quantities.
5. One more and one less
6. Singing and performing Maths songs like the animals went in two by two, 5 currant buns, 5 speckled frogs and what are shapes.
7. Measure – length, height, distance. How tall is the book vote towers, how do we know what is bigger? Using tape measures to find out how tall our towers are. How far can you jump or throw?
8. Keeping score of our games by using tallies and numerals
9. Playing number sequencing games
10. Sharing things between our class teddies and learning how to do this equally. What does that mean?
11. Learning how to make repeating patterns with AB and ABC patterns

### OUTCOME/COMPOSITE

The children will be able to say one number for each item and link numerals and amounts to 5.

## Understanding the World

### PRIOR LEARNING

In EYFS the children have begun to make sense of their own life story and family history

### INTENT

To show an interest in different occupations, make sense of their own life story and family history and explore the effect of the changing seasons

### SEQUENCE OF LEARNING

1. Make comparisons of celebrations between their own lives and the lives of others – birthdays, weddings, celebrations
2. Talk about family roles and routines and how they are the same/different.
3. Develop understanding of locational knowledge such as we live near the beach.
4. Learn about who help us in our community and be thankful for those roles.
5. Start to explore the world map and where different countries are and learn why Cornwall is special.
6. Create a timeline of my life so far.
7. Where does our food come from in the world?
8. Why do we have celebrations? Discuss birthdays. When do you celebrate your birthday? How do others?
9. Weather and Seasons. Talk about changes in Autumn. What happens in Autumn. Encourage New News about Autumnal changes and utilise any natural resources the children bring in for play opportunities.
10. Look at the changes in the weather on a daily basis when the children discuss the calendar.
11. Explore the natural world around them, using our bug hunting bags.
12. Draw a simple map of our school to help us find Percy Pig.

### OUTCOME/COMPOSITE

The children will talk about their families and people in our community, Autumnal changes and draw maps to record where Percy Pig has been taken.

## Expressive Arts and Design

### PRIOR LEARNING

In EYFS the children have explored materials and developed imaginative play

### INTENT

To explore materials freely, join materials together, develop their own ideas and creations and sing songs

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance every day during Wake & Shake
2. Explore and discuss patterns in sounds and music.
3. Sing songs daily keeping in time and in rhythm.
4. Attempt to learn sign language to our song about what makes a family.
5. Clap syllables in children's names.
6. Sing our afternoon register.
7. Exploring and describing percussive sounds – fast slow, loud quiet, high low, slow quick.

#### Tools and Techniques

1. Use tools to manipulate materials such as scissors to cut fabric to create our Supertato capes.
2. Use small beads and string to create necklaces.
3. Use mirrors to draw fine line self portraits.
4. Create birthday cakes from play dough using a variety of tools.
5. Use crab hammer and golf tees getting ready to use real tools.
6. Use a variety of tools and attaching techniques to make traps to catch Evil Pea with Junk Modelling.

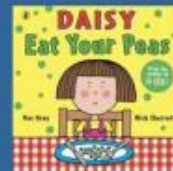
#### Exploring colour

1. Using a variety of tools such as stamps, pipettes, rollers to experiment mixing primary colours.
2. Broaden the language of colour – bright, light, lighter, darker etc.
3. Understand the Autumnal colour pallet creating natural art displays

### OUTCOME/COMPOSITE

The children will make finger puppets to retell the story of Supertato, build our own trap to catch Evil Pea, make Supertato puppets to retell the story and know a variety of songs

## KEY TEXT



## BIG VISITS



## CELEBRATIONS AND TRIPS

Marble treat party for following our golden rules



Sticker rewards for weekly challenges

Community Orchard Trip to spot Autumnal changes



# Autumn second half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder how you feel?  
Who is afraid of the big bad wolf? Who shall I write a letter to?

## KEY THEMES

*Traditional Tales, Diwali, Christmas*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children have learnt to develop a sense of responsibility, talk about their feelings and follow the Joshua Class Golden Rules

#### INTENT

To show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

#### SEQUENCE OF LEARNING

1. Begin to understand how others may feel through talking to our partners and friends in story time and at play.
2. Explore mine and others' interests through the 'You Choose' book.
3. Play our favourite games which involve turn taking such as the 1 more than game, connect four and dominoes.
4. Build constructive and respectful relationships with our friends in Joshua Class
5. Develop confidence in the school environment and seek challenge in Discover and Do.
6. Identify and moderate our own feelings.
7. Express their feelings to their friends.
8. Use sand timers to make sharing the bikes fair

#### OUTCOME/COMPOSITE

The children will successfully think about the perspectives of other during Storytime and Discover & Do

### Communication and Language

#### PRIOR LEARNING

The children have learnt to express a point of view and recount the story of Supertato

#### INTENT

To understand how to listen carefully, express a point of view, describe events in some detail and join in rhymes and song

#### SEQUENCE OF LEARNING

1. Enjoy listening to longer stories and predict what happens
2. Listen and sing songs and rhymes like 5 currant buns, and five little aliens
3. Explore new vocabulary in role play area inside and outside
4. Recount the story of the 3 little pigs as a TV presenter or in a puppet show
5. Respond to 'How and Why' questions.
6. Ask my friends and visitors thoughtful questions.
7. Recount my own experiences and thoughts in discussions, and in New News, using Tapestry videos and photographs, outstanding work and personal items as stimuli.
8. Respond to stories. Did I enjoy it? Which part? What will happen next?
9. Learn and perform our Class Nativity to an audience.

#### OUTCOME/COMPOSITE

The children will rehearse and then perform our class nativity. Learning lines and taking stage direction.

### Physical Development

#### PRIOR LEARNING

The children have revised and used fundamental movement skills, used a comfortable grip to write and use one handed tools and equipment successfully

#### INTENT

To use fundamental movement skills, a comfortable grip to write and one handed tools and equipment successfully

#### SEQUENCE OF LEARNING

1. Use fundamental movement skills in PE lessons
2. Confidently use a range of small and large equipment and collaborate with our friends to move large items to make giant potions, obstacle course and dens.
3. Ride bikes whilst navigating obstacles.
4. Hold a pencil comfortably to write and draw.
5. Develop the strength in my hands in funky finger activities to improve my writing. Using play dough, clay, tweezers, scissors, paint brushes, small lego, threading beads, magformers, real life tools, sand and water tools.
6. Use large movements by using the water pump, gardening, large water play, ribbons in dance, giant marble run, den building, sand pit, large scale paint projects to help us develop body strength to improve our writing and over health and wellbeing.
7. Discuss the need for rules and how to remain safe.

#### OUTCOME/COMPOSITE

The children will hold a pencil comfortably and write labels to describe the big bad wolf.  
The children will negotiate space and obstacles safely.

## Literacy

### PRIOR LEARNING

The children have started to write some letters comfortably, distinguishing, recognising, and writing some initial sounds, their own name and understand print has meaning

### INTENT

To start to write some letters comfortably, distinguish, recognise, and write initial sounds, write their own name, understand print has meaning

### SEQUENCE OF LEARNING

1. Write my name every morning and label all my work independently.
2. Learn RWI set 1 sounds,
3. Read Tricky Words like I, the and to.
4. Label my pictures and lego creations trying to form the initial sound.
5. Use Fred fingers to help me write words independently
6. Form lower case letters in my handwriting lessons and during independent writing when I make a wanted poster for our missing gingerbread men and in our letter to Santa.
7. Identify sounds in words with Fred Talk so I can read the word.
8. Talk about stories – is the big bad wolf bad? Why is the gingerbread man running? Are the three little pigs' kind? Who shall I write a letter to?
9. Predict what happens next in stories and imagine alternative endings.
10. Label drawings of different houses from around the world.
11. Write envelopes for my letters using a location and a name.

### OUTCOME/COMPOSITE

The children will be able to use their Fred fingers to help them write a letter to Santa  
The children will know all set 1 sounds and write their name. The children will write adjectives to describe the big bad wolf

## Mathematics

### PRIOR LEARNING

The children can say one number for each item and link numerals and amounts to 5

### INTENT

To link numerals and amounts to 5, recite numbers past 5, compare length, weight and capacity, understand the one more/one less relationship, understand the composition of 5

### SEQUENCE OF LEARNING

1. Subitise when looking at small amounts.
2. Counting on and back to 10.
3. Numbers 1-5 representing/counting/arranging sorting and comparing objects and amounts up to 5 in arrays and be able to show these numbers in different representations with our fingers.
4. Comparing different quantities when making potions, working in the post office, and voting for stories.
5. Use one more and one less when discussing numbers.
6. Singing and performing Maths songs like the 5 currant buns, 5 speckled frogs, 5 little aliens and all teen numbers start with a 1.
7. Compare weight and capacity. How much magic potion is in each bottle? How much does each parcel weigh?
8. Keeping score of our games by using tallies and numerals.
9. Playing number sequencing games.
10. Continue to make repeating patterns with AB and ABC patterns.

### OUTCOME/COMPOSITE

The children will be able to build numicon houses of five, various ways and show 5 with their fingers multiple ways. They will be able to say what number they are on the register and what is one more than that given number.

## Understanding the World

### PRIOR LEARNING

The children can talk about their families and people in our community, Autumnal changes and draw maps to record where Percy Pig has been taken

### INTENT

To compare how people around the world celebrate and live their lives. Comment on how Christmas was celebrated in the past

### SEQUENCE OF LEARNING

1. Recognise people have different beliefs and celebrate special times like Diwali and Christmas in different ways.
2. Comment on how Christmas was celebrated in the past
3. Compare Characters from stories. Should the wolf have blown down the house? Should the pig have hurt the wolf?
4. Learn about who help us in our community and be thankful for those roles.
5. Start to explore the world map and which materials houses are built from around the world.
6. Create rangoli patterns, diya lamps, dance and retell the story of Rama and Sita.
7. Weather and Seasons. Talk about changes in Winter.
8. Look at the changes in the weather on a daily basis when the children discuss the calendar
9. Explore the natural world around them, using our bug hunting bags.
10. Compare and contrast houses from the past and explore how they were made.
11. Talk about what they see and hear whilst outside using a wide vocabulary.

### OUTCOME/COMPOSITE

The children will be able to explain how people celebrate Diwali and Christmas during class discussions and which material they would use to build a strong house.

## Expressive Arts and Design

### PRIOR LEARNING

The children have made finger puppets to retell the story of Supertato, built their own trap to catch Evil Pea, made Supertato puppets to retell the story and know a variety of songs

### INTENT

To explore and use a range of artistic effects to express themselves in large scale art projects and Christmas crafts and to learn to sing whole songs

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance every day during Wake & Shake.
2. Discuss and dance to Hindu, Ballroom and Latin music.
3. Sing nativity songs in time and rhythm.
4. Learn sign language to We wish you a Merry Christmas.
5. Sing our afternoon register.

#### Tools and Techniques

1. Create Henri Matisse Art inspired by the Snail.
2. Use tools to manipulate clay to make a gingerbread man, nocturnal animal and diya lamp.
3. Use a variety of tools and attaching techniques to build a house for Percy Pig.
4. Explore various artistic effects to create Poppy pictures, Christmas cards and presents.

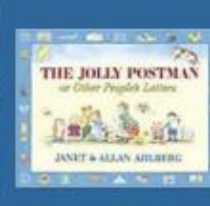
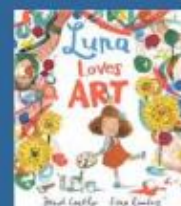
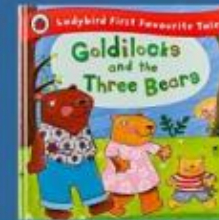
#### Exploring colour

1. Use a variety of tools such as stamps, pipettes, rollers to experiment mixing primary colours
2. Broaden the language of colour – bright, light, lighter, darker etc
3. Understand the Autumnal colour pallet creating natural art displays

### OUTCOME/COMPOSITE

The children will sing songs in our nativity, create Christmas gifts for their family and build a house for Percy Pig

## KEY TEXT



## BIG VISITS



## CELEBRATIONS AND TRIPS

LIGHTHOUSE  
cinema





# Spring first half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what is out of this world? What is my wish? I wonder what is in the egg?

## KEY THEMES

*Space, Dinosaurs, Dragons and Chinese New Year*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children have learnt to think about the perspectives of other during Storytime and Discover & Do

#### INTENT

To work towards a goal, whilst showing resilience and perseverance. Consider the feelings of others and talk about their health and well being

#### SEQUENCE OF LEARNING

1. Consider how others may feel through talking to our partners and friends in story time and at play.
2. Show resilience and perseverance when I am working towards goals, like making a conker comet or designing a space rocket.
3. Develop naming a broader range of feelings, such as anxious, worried or excited through circle time and drawing alien faces.
4. Play our favourite games which involve turn taking such as bean bag toss and comet target.
5. Have constructive and respectful relationships with our friends in Joshua Class.
6. Be confident to choose my own challenges in Discover and Do.
7. Use a sand timer and write my name on a list when waiting for things like the space pod because I understand how to share.
8. Begin to find solutions with others without adult support during independent play.
9. Understand healthy food choices, screen time and road safety.

#### OUTCOME/COMPOSITE

The children will show resilience and perseverance when writing to each other using the rocket messenger

### Communication and Language

#### PRIOR LEARNING

The children are able to listen and express a point of view, describe events and join in rhymes and song

#### INTENT

Articulate my ideas and thoughts in well formed sentences about life on other planets and my wishes for the future

#### SEQUENCE OF LEARNING

1. Ask my friends questions in New News for find out more and check understanding.
2. Engage in story time and non-fiction texts about our galaxy and astronauts.
3. Use talk to organise thinking and ask thoughtful questions to the friendly alien.
4. Describe events in detail like how I have made a space potion and what happens if you drink it.
5. Listen and sing songs and rhymes like all teen numbers start with a one and doubles.
6. Explore new space vocabulary in role play area inside and outside.
7. Develop storylines in my play. What happens when I go to Space? Where will I visit? What will my planet be like?
8. Discuss my wishes on Chinese New Year using well-formed sentences.
9. Articulate my ideas on what is in the giant egg though well-formed sentences.
10. To discover fossils and learn about varieties of dinosaurs in the palaeontologist lab.

#### OUTCOME/COMPOSITE

The children will articulate their questions to find out more about our visiting alien

### Physical Development

#### PRIOR LEARNING

The children use fundamental movement skills, a comfortable grip to write and one-handed tools and equipment successfully

#### INTENT

To develop fundamental balls skills and foundations of fluent handwriting with a tripod grip.

#### SEQUENCE OF LEARNING

1. Use fundamental balls skills during PE lessons, throwing, catching, kicking, passing etc.
2. Confidently use a range of small and large equipment and collaborate with our friends to move large items to make a giant space station.
3. Ride bikes whilst navigating obstacles.
4. Show good posture and overall movement fluency when dancing and in PE lessons.
5. Hold a pencil comfortably to write and draw
6. Develop the foundations of an appropriate handwriting style in daily lessons.
7. Develop the strength in my hands in funky finger activities to improve my writing using a range of tools.
8. Use large movements by using the water pump, gardening, large water play, ribbons in dance, giant marble run, den building, sand pit, large scale paint projects to help us develop body strength to improve our writing and over health and well being.

#### OUTCOME/COMPOSITE

The children will hold a pencil comfortably to write to Poojee the alien and begin to develop skills needed to throw and catch a ball.

## Literacy

### PRIOR LEARNING

The children can write most letters comfortably, distinguish, recognise, and write initial sounds, write their own name and understand print has meaning

### INTENT

To be motivated to write CVC words, some common exception words

### SEQUENCE OF LEARNING

1. To label all my work independently with my name.
2. Know all my RWI set 1 sounds.
3. Read Tricky Words like put, my, and no.
4. Use Fred fingers to help me write words independently, listing items I would take to space.
5. Form lower case letters in my handwriting lessons and during independent writing when I write letters for the alien.
6. Identify sounds in words with Fred Talk so I can read the word.
7. Talk about non-fiction books about our solar system.
8. Begin to use capital letters and full stops in sentences when I write our alien telling him what I can do.
9. Predict what happens next in stories and imagine alternative endings.
10. Label drawings of my spaceship and my planet using my Fred fingers.
11. Begin to write words with known grapheme-phoneme correspondence when I write my wish on Chinese New Year.
12. Begin to write sentences about the things I can do to share information with our alien.

### OUTCOME/COMPOSITE

The children will compose a sentence to ask the alien a question and write wishes on Chinese New Year trying to use finger spaces, capital letters and full stops.

## Mathematics

### PRIOR LEARNING

The children can link numerals and amounts to 5, recite numbers past 5, compare length, weight and capacity, understand the one more/one less relationship, understand the composition of 5

### INTENT

To compare the weight of moon rocks and the capacity of beakers and boxes. To explore the composition of 6, 7 and 8.

### SEQUENCE OF LEARNING

1. Link the numerical symbol with its cardinal number value when counting and weighing moon rocks.
2. Count objects and find hidden numbers when playing with the moon rocks.
3. Count how many times my friends can hop, skip, and jump.
4. Count how many things I can hear when visiting the Orchard on Winter walks.
5. Counting on and back to 10.
6. Numbers 6, 7 and 8 representing/counting/arranging sorting and comparing objects and amounts up to 8 in arrays and be able to show these numbers in different representations using ladybirds, tens frames and dominoes.
7. Compare different quantities when working in the Space Station.
8. Compare weight and capacity. How heavy is your alien, how many things can I fit in a match box, which beaker holds more water, how much soil do I need when planting.
9. Measuring the length of our dinosaurs and recording my findings.

### OUTCOME/COMPOSITE

The children will be able represent 6, 7 and 8 in different ways and find the heaviest moon rock and tallest dinosaur in the classroom.

## Understanding the World

### PRIOR LEARNING

The children can compare how people around the world celebrate and live their lives and comment on how Christmas was different in the past.

### INTENT

To explore environments on different planets, know how Chinese New Year is celebrated and describe what happens in the Winter.

### SEQUENCE OF LEARNING

1. Recognise people have different beliefs and learn how Chinese New Year is celebrated around the world.
2. Compare and contrast characters from stories like Mae Jemison the real astronaut and George from Marshmallows for Martians.
3. Describe what I can see, hear, and feel when I visit Newquay Orchard.
4. Plant seeds and care for growing plants in our herb garden.
5. Recognise environments are different on the planets in our solar system and understand why our planet looks green and blue from space.
6. Explore the world map when we talk about other countries. How far is China from the UK?
7. Weather and Seasons. Talk about changes in Winter.
8. Look at the changes in the weather daily when we discuss the calendar.
9. Explore the natural world around us, using our bug hunting bags
10. Compare our lives with the astronauts on the International Space Station.

### OUTCOME/COMPOSITE

The children will be able to explain how people celebrate Chinese New Year and how astronauts survive in space

## Expressive Arts and Design

### PRIOR LEARNING

The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts and have learnt and performed a nativity.

### INTENT

To be emerging artists, creating art using a range of techniques individually and with my peers.

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance every day during Space Wake & Shake.
2. Sing songs in time and rhythm.
3. Sing our afternoon register.
4. Freestyle dance in our phonics disco.
5. Perform to our friends on our outdoor theatre.

#### Tools and Techniques

1. To create Van Gough art inspired by a Starry Night
2. Use a variety of tools to create planets, aliens, masks, dragon machines and dragon mobiles.
3. Use tools and attaching techniques to build rockets, conker comets, space helmets and parachutes
4. Explore various artistic effects to create a class solar system and a Chinese blossom tree.

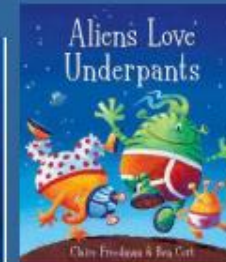
#### Exploring colour

1. Use pipettes and straws to experiment mixing primary colours when I create my own planet.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting a starry night.

### OUTCOME/COMPOSITE

The children will create their own planet, build rockets, conker comets, space helmets, aliens and dragons using a wide range of techniques and colours

## KEY TEXT



## BIG VISITS



## CELEBRATIONS AND TRIPS



# Spring Two half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what moves? Do I want to be a knight? How did people from the past get around?

## KEY THEMES

*Castles, Knights and Dragons, Transport, Up, Up and Away*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children have learnt to work towards a goal, whilst showing resilience and perseverance. Consider the feelings of others and talk about health and well being

#### INTENT

To understand all the aspects that makes a healthy me

#### SEQUENCE OF LEARNING

1. Moderate my own feelings socially and emotionally, using discussion to resolve conflict.
2. Think about and verbalise the perspectives of others during talk partner work.
3. Show resilience and perseverance when I am working towards goals, like designing and making a class castle.
4. Set and work towards simple goals like direct the Beebot to save the princess from the dragon.
5. Have constructive and respectful relationships with our friends in Joshua Class
6. Find solutions with others without adult support during independent play.
7. Understand right and wrong and follow the class Golden Rules.
8. Understand healthy food choices and explain to others what should be in a healthy packed lunch.
9. Articulate why I need to exercise to keep my body healthy.
10. Understand how to help myself go to sleep and why sleep is good for me.

#### OUTCOME/COMPOSITE

The children will know the factors that support health and well-being during class discussions

### Communication and Language

#### PRIOR LEARNING

The children can articulate ideas and thoughts in well-formed sentences about life on other planets and their wishes for the future

#### INTENT

To contribute ideas and use new vocabulary when engaged in discussions, using full sentences and connectives.

#### SEQUENCE OF LEARNING

1. Ask my friends questions in New News for find out more and check understanding.
2. Engage in daily story time and start to offer explanations about what I think happens next.
3. Listen and respond to stories, songs and poems about dragons and knights.
4. Develop social phrases like saying good morning during registration and asking for help when I need it.
5. Learn and use new vocabulary, like drawbridge and portcullis, when playing or working in the class castle.
6. Compare and contrast in detail how people from the past lived and got around.
7. Engage in non-fiction texts to develop my knowledge about castles and transport from the past.
8. Articulate my ideas in well-formed sentences on how I will keep my egg safe and happy
9. Discuss my laws for the class castle.
10. Articulate my ideas on writing letters and drawing dragon maps using connectives.

#### OUTCOME/COMPOSITE

The children will articulate their ideas and contribute to the planning and building of a role play castle.

### Physical Development

#### PRIOR LEARNING

The children have developing fundamental balls skills and foundations of fluent handwriting with a tripod grip.

#### INTENT

To further develop fundamental balls skills and the foundations of a fluent handwriting style.

#### SEQUENCE OF LEARNING

1. Use fundamental balls skills during PE lessons, throwing, catching, kicking, passing etc.
2. Confidently use a range of small equipment to create a giant castle and a home for my egg.
3. Ride bikes whilst navigating obstacles.
4. Show good posture and overall movement fluency when medieval dancing and in PE lessons.
5. Hold a pencil comfortably to write my royal laws and draw my castle.
6. Develop the foundations of an appropriate handwriting style in daily lessons.
7. Develop the strength in my hands in funky finger activities to improve my writing using a range of tools.
8. Draw pictures of castles and dragons with increasing complexity and detail, developing good techniques.
9. Confidently use a range of large equipment to build assault courses, a car wash, and a giant sunset painting.
10. Use cutlery to eat our class banquet.

#### OUTCOME/COMPOSITE

The children will hold a pencil comfortably to write laws and develop skills needed to throw to a target.

## Literacy

### PRIOR LEARNING

The children can write CVC words and some common exception words.

### INTENT

To be reading short stories and writing sentences about my royal laws and why my mum is great

### SEQUENCE OF LEARNING

1. Read simple sentences in Red Storybooks during RWI.
2. Read nonsense alien words.
3. Read Tricky Words like your, said and me.
4. Use Fred fingers to help me write words independently, labelling my castle design.
5. Form lower case letters in my handwriting lessons and during independent writing when I write about my egg.
6. Identify sounds in words with Fred Talk so I can read the word.
7. Talk about non-fiction books about the medieval period.
8. Begin to use capital letters and full stops in sentences when I write about the dragon.
9. Predict what happens next in stories and imagine alternative endings to the naughty bus.
10. Label drawings of my dragon map using my Fred fingers.
11. Begin to write words with known grapheme-phoneme correspondence when I write about my mum.
12. Begin to write sentences about where my bus will take me around Newquay.
13. Read the sentences I write back to check they make sense when I write about what I did at the weekend, using correct tenses.

### OUTCOME/COMPOSITE

The children will write letters to people in our community to enquire about dragon sightings.

## Mathematics

### PRIOR LEARNING

The children can compare weight and capacity and understand the composition of 6, 7 and 8.

### INTENT

To explore the composition of 10 and compare height and 3D shapes

### SEQUENCE OF LEARNING

1. Recall some number bonds 10.
2. Explore the composition of 10 whilst painting ten dot pictures.
3. Link the numerical symbol with its cardinal number value when counting with the animals.
4. Manipulate shapes when making castles with 2D shapes, recognising shapes have other shapes within them.
5. Compare the height of the castles I build.
6. Count beyond 10 when battling as a number knight.
7. Count how many times my friends can hop, skip, and jump and compare the totals to see who has more/less.
8. Count how many signs of Spring I can see in The Orchard.
9. Numbers 9 and 10 representing/counting/arranging sorting and comparing objects and amounts up to 10 in arrays and be able to show these numbers in different representations using ladybirds, tens frames and dominoes.
10. Build using 3D shapes and explore what happens when I use them to print a picture.
11. Measure and compare the class sunflowers we grow.
12. Use our Maths knowledge to keep score outside when we play games.

### OUTCOME/COMPOSITE

The children will be able represent 9 and 10 in different ways and find out who has built the tallest tower and grown the biggest sunflower.

## Understanding the World

### PRIOR LEARNING

The children can compare environments on different planets, know how Chinese New Year is celebrated and describe what changes happens in the Winter.

### INTENT

To explore life in medieval times and compare it with how I live my life and remember some key places in Newquay.

### SEQUENCE OF LEARNING

1. Compare and contrast my family and how I live with people who lived in castles from the past.
2. Compare and contrast characters from stories like the Rapping Princess and the Night Dragon.
3. Describe what I can see, hear, and feel when I visit Newquay Orchard to inspire my Spring poem.
4. Draw information on a simple map to explain where my dragon lives and where my naughty bus will travel to.
5. Weather and Seasons. Talk about changes in Spring during class discussions and on our snow day!
6. Look at the changes in the weather daily when we discuss the calendar.
7. Explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover in the Spring.
8. Document the changes that happen to our class caterpillars in my butterfly diary.
9. Plant and care for a sunflower. Will mine be the tallest?
10. Explain the places that are special to me and people in my community when I become a bus tour guide for Newquay.
11. Describe the forces used when I travel in my vehicle and when I make a hot air balloon.
12. Explore magnets when racing cars and trains.

### OUTCOME/COMPOSITE

The children will be able to explain where and how people lived in the past after we visit Pendennis Castle

## Expressive Arts and Design

### PRIOR LEARNING

The children can create art using a range of techniques individually and with peers.

### INTENT

To create collaboratively exploring a range of materials

### SEQUENCE OF LEARNING

#### Music & Movement

1. Learn and perform a Tudor Dance.
2. Sing songs in time and rhythm.
3. Perform to our friends in our outdoor theatre.
4. Learn to play collaboratively using boom whackers
5. Learn and perform "The Best" for Mother's Day.

#### Tools and Techniques

1. To create sunset art inspired by The Night Dragon.
2. Use a variety of tools collaboratively to create a role play castle that we improve on each week.
3. Use tools and attaching techniques to build parachutes, vehicles, and hot air balloons.
4. Explore various artistic effects to create a class dragon.

#### Exploring colour

1. Use water colours with increasing complexity to paint Spring pictures, butterflies and my personal projects.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting our butterflies and making stained glass windows.

### OUTCOME/COMPOSITE

The children will create a role play castle using a wide range of techniques including colourful stain glass windows and shields.

## KEY TEXT



## BIG VISITS



## CELEBRATIONS AND TRIPS

### The Orchard



### Pendennis Castle



### Newquay Land Train



### Mothers Day dance

# Summer 1 half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what grows? Where do animals live? Are mini beasts like me? Are plants alive?

## KEY THEMES

*Garden, Jungles, Taking care of Animals*

### Personal Social and Emotional Development

#### PRIOR LEARNING

The children have learnt to understand all the aspects that makes a healthy me.

#### INTENT

To show independence and confidence when trying new activities and be an advocate for the Golden Rules.

#### SEQUENCE OF LEARNING

1. Show an understanding of my own feelings and my friends socially and emotionally, using discussion to resolve conflict.
2. Wait patiently when I share the bikes and play games.
3. Show resilience and perseverance when I am programming the Beebots.
4. Give focused attention to our RSPCA visitor and be confident at Eden to try new activities.
5. Set and work towards simple goals like creating a home for my pet.
6. Show independence by finding solutions with others without adult support during independent play.
7. Know why the Golden Rules are important and follow them appropriately.
8. Show sensitivity to my own needs, my friends and my pet when I work to look after my toy animal in the perfect pet challenge.
9. Work with others in the Vet role play, playing cooperatively and showing empathy to our friends need.

#### OUTCOME/COMPOSITE

The children will be able to program a Beebot to get to their flower and be an empathetic friend.

### Communication and Language

#### PRIOR LEARNING

The children can contribute ideas and use new vocabulary when engaged in discussions, using full sentences and connectives.

#### INTENT

To explain in well formed sentences with new vocabulary how things grow and use adjectives to describe what I see.

#### SEQUENCE OF LEARNING

1. Use full sentences when I tell the class what my Easter chick did in the holidays using past tense.
2. Engage in discussions about Handa's Surprise with relevant comments and questions.
3. Hold conversations whilst playing in the vet role play using new vocabulary like x-ray and stethoscope.
4. Participate in discussions about the Very Hungry Caterpillar offering ideas about fantastic adjectives to describe the fruit he ate and retell the story using picture prompts or puppets.
5. Engage in non-fiction texts to develop my knowledge about mini beasts and animals and play the Who am I game successfully.
6. Articulate my ideas in well-formed sentences when I participate in the Perfect Pet Challenge and visit the Eden Project.
7. Explain the life cycle of a butterfly, frog and plant.
8. Express my ideas and feelings to our RSPCA visitor and understanding how they take care of animals.

#### OUTCOME/COMPOSITE

The children will use adjectives to describe fruit and new vocabulary when playing in the vets.

### Physical Development

#### PRIOR LEARNING

The children have developed fundamental balls skills and have the foundations of a fluent handwriting style.

#### INTENT

To develop water confidence or swim style, ride bikes and use small tools effectively.

#### SEQUENCE OF LEARNING

1. Show understanding of safety precautions when I go to swimming lessons.
2. Negotiate space and obstacles when I build a habitat to live in.
3. Confidently use a range of small equipment to create a home for my pet.
4. Ride pedal/balance bicycles with balance and coordination.
5. Show a variety of movement styles when I dance like bees and animals in the jungle.
6. Hold a pencil effectively to write my hungry caterpillar diary, tadpole story and recount of our trip to the Eden Project.
7. Form my letters accurately in handwriting daily lessons sitting with my tummy to table to show good posture.
8. Draw pictures of animals and plants with increasing complexity and detail, developing good techniques.
9. Confidently use a range of large equipment to build assault courses, a den, a car wash, and a giant sunset painting.

#### OUTCOME/COMPOSITE

The children will demonstrate strength, balance and co-ordination when swimming and riding a bike.

## Literacy

### PRIOR LEARNING

The children can read short stories and write sentences using know phonemes and graphemes.

### INTENT

To form lower case letters successfully and compose eligible sentences

### SEQUENCE OF LEARNING

1. Read simple sentences in Storybooks during RWI.
2. Read nonsense alien words.
3. Read Tricky Words like are and they.
4. Use Fred fingers to help me write words independently, describing my pet.
5. Form lower case letters correctly in my handwriting lessons and during independent writing when I write what happens to Tad next.
6. Identify sounds in words with Fred Talk so I can read or write the word in my recount of our Eden trip.
7. Talk about non-fiction mini beast books and guess what mini beast is being described.
8. Use capital letters and full stops in sentences when I write about mini beasts.
9. Predict what happens next in stories and imagine alternative endings to Tad.
10. Label drawings of my flower using my Fred fingers.
11. Begin to write words with known grapheme-phoneme correspondence when I write about my weekend and spell words like was and the correctly.
12. Write sentences about Handa's Surprise.
13. Read the sentences I write back to check they make sense when I write about what I found Pond Dipping.

### OUTCOME/COMPOSITE

The children will write and read back sentences about taking care of their pet and what happened to Tad.

## Mathematics

### PRIOR LEARNING

The children have explored the composition of 10, can compare height and amounts and can describe some 3D shapes.

### INTENT

To have a deep understanding of numbers to ten and subitise up to 5

### SEQUENCE OF LEARNING

1. Recall some number bonds to five and some to ten using the part whole model, ladybirds and maths games.
2. Understand the composition of ten whilst playing with the butterflies and ladybirds.
3. Link the numerical symbol with its cardinal number value when counting with the animals, playing bingo and using the interactive whiteboard.
4. Manipulate shapes when making nature bugs.
5. Count beyond 10 when counting the register and story book vote towers understanding the pattern of the counting system.
6. Recall some doubles facts in my double rap.
7. Measure and compare the jungle vines we make.
8. Use our Maths knowledge to keep score outside when we play games.
9. Subitise numbers up to five when I play games with my friends (recognise quantities without counting)
10. Recall subtraction facts when Percy pig eats fruit from our bowl of five.
11. Compare quantities when I challenge my friend to the tens frame game.

### OUTCOME/COMPOSITE

The children will be able to recall number bonds to five and have a good understanding of teen numbers.

## Understanding the World

### PRIOR LEARNING

The children have explored life in medieval times and have compared it with how they live now.

### INTENT

To articulate similarities and difference in discussions

### SEQUENCE OF LEARNING

1. Compare how my family live in contrast to families in Africa.
2. Explain similarities and differences about a variety of mini beasts.
3. Discuss differences about jungles now and in the past, and what it means to become extinct.
4. Compare and contrast characters like the lion and the mouse from the Lion Inside.
5. Accurately describe the weather and understand seasonal changes like blossoming trees and the life cycles of a frog.
6. Explore the natural world around us, using our bug hunting bags to investigate the mini beasts we discover in the Spring.
7. Document the changes that happen to our class caterpillars in my butterfly diary.
8. Plant bulbs in the garden and explore what they need to survive.
9. Make accurate observations when I paint animals in water colour and plants from the garden.
10. Discuss the contrasting environments some animals live in compared to a domestic pet.
11. Explore forces when I take Dave the dog for a walk. Does he pull or push? Describe how he feels and understand how he is cared for.

### OUTCOME/COMPOSITE

The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats.



## Expressive Arts and Design

### PRIOR LEARNING

The children can create collaboratively using a range of materials.

### INTENT

To plan and use tools successfully to create art and role play props.

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance like bees and animals from the jungle.
2. Sing songs like Farmer Pete and Parts of a flower.
3. Perform to our friends in our musical outdoor theatre.
4. Learn to play collaboratively using boom whackers.

#### Tools and Techniques

1. To create butterfly and ladybird art using symmetry.
2. Use a variety of tools and techniques to create a home and accessories for my pet, explaining my process and make improvements.
3. Use tools and attaching techniques to build my plate animal, caterpillar, ribbon wand and crown.
4. Experiment with colour, design and texture to make animal print designs, frogs and wings.

#### Exploring colour

1. Use water colours with increasing complexity to paint Spring pictures, butterflies, animals, and my personal projects.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting our butterflies and making mini beasts.

### OUTCOME/COMPOSITE

The children will create symmetrical butterfly wings, mini beasts and pet accessories.

## KEY TEXT



## BIG VISITS



RSPCA Cornwall



Pond dipping with sixth form biologists

## CELEBRATIONS AND TRIPS

### Dave the dog



### The Orchard



### Queen's Jubilee



### The Eden Project



# Summer 2 half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what I can imagine? What are sea creatures? Where shall I bury my treasure?

## KEY THEMES

*Under the Sea, Pirates, Seaside*

### Personal Social and Emotional Development

#### PRIOR LEARNING

To children can independently choose activities, be advocates for the Golden Rules and be a kind friend.

#### INTENT

To reflect on how my friends and I can improve our work.

#### SEQUENCE OF LEARNING

1. Name different parts of the body and understand what they are used for.
2. To accurately sort food, so I can confidently explain what is healthy for me.
3. To understand that everyone is special and unique.
4. Express how I feel when change happens and know who to talk to when I feel worried.
5. Understand that we all grow from babies to adults.
6. Give focused attention to our RNLI visitor and understand how to stay safe at the beach.
7. Plan and work towards simple goals like making a sea creature from junk modelling.
8. Express my memories of the best bits of this year in Joshua Class.
9. Work with others building a pirate ship, playing cooperatively and showing empathy to our friend's needs.
10. Explain how my friends can make their work even better during Discover and Do.

#### OUTCOME/COMPOSITE

The children will be able to give constructive feedback to their friends and enjoy improving their own work.

### Communication and Language

#### PRIOR LEARNING

The children can use new vocabulary to describe how things grow and use adjectives to describe what they see.

#### INTENT

To use my imagination in class discussions and at play.

#### SEQUENCE OF LEARNING

1. Engage in discussions about what I would wish for if I was the Fish who could wish.
2. Participate in discussions and ask question to Sarah Outen about how she crossed the Pacific in a rowing boat.
3. Use new vocabulary like telescope and jolly roger when I am playing in the pirate ship with my friends.
4. Respond with relevant questions and comments when I learn about the lifeboat station in Newquay Harbour.
5. Engage in non-fiction texts to develop my knowledge about marine wildlife and play the Who am I game successfully.
6. Articulate my ideas in well-formed sentences when tell my friends how I have chosen to make my seascape and clay creature.
7. Explain the different parts of a submarine, rowing boat and a pirate galleon
8. Retell the story of Tiddler using picture prompts and create a new tall tale with my friends.
9. Work collaboratively to cross the shark infested waters with my friends.

#### OUTCOME/COMPOSITE

The children will create stories about Tiddler and recall facts about their favourite marine creatures.

### Physical Development

#### PRIOR LEARNING

The children have developed water confidence or swim style, ridden pedal/balance bikes and used small tools effectively.

#### INTENT

The children will demonstrate strength, balance, and co-ordination.

#### SEQUENCE OF LEARNING

1. Negotiate space and obstacles when I use planks and crates to cross shark infested waters.
2. Confidently use a range of small equipment to create marine wildlife from junk modelling and clay.
3. Ride pedal/balance bicycles with balance and coordination.
4. Hold a pencil effectively to write my wishes, story endings and letters to the pirates.
5. Form my letters accurately in handwriting daily lessons sitting with my tummy to table to show good posture.
6. Draw pictures of marine wildlife with increasing complexity and detail, developing good techniques.
7. Confidently use a range of large equipment to build pirates ships, islands and submarines.
8. Show a variety of movement styles when participating in my PE lessons and at Sports Day.
9. Demonstrate strength, balance and coordination when I perform my TEAM cheerleader routine at Sports Day.
10. Show accuracy and care when I make a sea creature from junk modelling, weave a fish model and attach legs to my octopus hat.

#### OUTCOME/COMPOSITE

The children will demonstrate strength, balance and co-ordination performing in their Sports Day

## Literacy

### PRIOR LEARNING

The children have formed most lower-case letters successfully and compose eligible sentences about mini beasts.

### INTENT

The children will write sentences using finger spaces, letter formation, Fred fingers, capital letters, full stops and wow words.

### SEQUENCE OF LEARNING

1. Read simple sentences in Storybooks during RWI.
2. Read nonsense alien words.
3. Read Tricky Words like your and put.
4. Use Fred fingers to help me write words independently, describing my wishing fish.
5. Form lower case letters correctly in my handwriting lessons and during independent writing when I write what happens to Tiddler next.
6. Talk about non-fiction marine wildlife books and guess what animal is being described.
7. Use capital letters, full stops and a question mark when I write questions to the pirates and to Sarah Outen, MBE.
8. Predict what happens next in stories and describe what I can see through my telescope.
9. Label my map to ensure the pirate can find the treasure.
10. Begin to write words with known grapheme-phoneme correspondence when I write about what my octopus will do with me and spell words like was and the correctly.
11. Read the sentences I write back to check they make sense when I make my wanted poster and list of essential items for my voyage across the Pacific

### OUTCOME/COMPOSITE

The children will write and read back sentences about the Fish that can wish and Tiddler.

## Mathematics

### PRIOR LEARNING

The children have a deep understanding of numbers to ten and can subitise up to 5.

### INTENT

The children will compare quantities, recognising which is greater, less or the same.

### SEQUENCE OF LEARNING

1. First, Then, Now. Start to solve pirate maths problems using the facts we have learnt.
2. Recall number bonds to five and some to ten using the part whole model, ladybirds and maths games.
3. Understand the composition of ten whilst playing with the treasure.
4. Link the numerical symbol with its cardinal number value when counting and sharing pirate treasure.
5. Use positional language when I program my Beebot to find the gold.
6. Explore odds and evens and doubles facts when I share out treasure.
7. Use our Maths knowledge to keep score outside when we play games.
8. Subitise numbers up to five when I play games with my friends (recognise quantities without counting).
9. Recall subtraction facts when the pirates steal treasure and I play games with my friends.
10. Verbally count beyond 10 when I discover the treasure chest.
11. Weigh ingredients when I make my Pirate Stew and follow the process correctly.

### OUTCOME/COMPOSITE

The children will be able to count pirate treasure and share it equally between their friends.

## Understanding the World

### PRIOR LEARNING

The children can articulate similarities and difference in discussions about animal habitats, mini beasts, and seasons.

### INTENT

The children will take responsibility for their local environment and broaden their knowledge of sea creatures.

### SEQUENCE OF LEARNING

1. Explain how the RNLI crew and lifeguards keep us safe in Cornwall.
2. Compare a trip to the seaside now and in the past.
3. Explain similarities and differences about a variety of sea creatures.
4. Compare and contrast sea voyages in the past and now.
5. Explore the natural world around us during beach school when I discover creatures in the rock pools.
6. Make accurate observations when I paint and make sea creatures using a variety of mediums like clay and junk modelling.
7. Discuss how I can help the planet and understand how important it is when I participate in the beach clean.
8. Explore forces when I catch fish with magnet fishing rods and make boats that float.
9. Expand my knowledge of self-chosen sea creatures using the Big Book of Blue and the internet.
10. Understand the changes in the Summer and verbalise what I need to do to stay safe when the weather is hotter, putting on my own sun cream and staying hydrated.

### OUTCOME/COMPOSITE

The children will be able to explain why we must take care of our oceans during our beach clean.

## Expressive Arts and Design

### PRIOR LEARNING

The children can plan and use tools successfully to create mini beast art and props.

### INTENT

The children will plan and review their creations, using a range of tools and techniques.

### SEQUENCE OF LEARNING

#### Music & Movement

1. Dance and perform Octopus Island.
2. Sing songs like Even/Off Number Squad and The Hole in the Bottom of the Sea.
3. Learn to play collaboratively using boom whackers.
4. Become ocean divers and dance at the Under the Sea Disco.

#### Tools and Techniques

1. To create a sea scape using shade and shadow inspired by Monet, Cross and Turner.
2. Use a variety of tools and techniques to create sea creatures explaining my process and make improvements.
3. Build a boat using chosen resources that can float across the role play ocean.
4. Use tools and attaching techniques to build my plate octopus and fish wand.
5. Experiment with colour, design, and texture to make clay marine creatures.

#### Exploring colour

1. Use water colours with increasing complexity to paint my wishing fish, boat, and mermaid tail.
2. Broaden the language of colour – bright, light, lighter, darker etc when painting sea creatures and rainbow fish tissue collages.

### OUTCOME/COMPOSITE

The children will create detailed sea creatures from clay and explain their creative process.

## KEY TEXT



## BIG VISITS



Lifeguards



Sarah Outen, MBE

## CELEBRATIONS AND TRIPS

### The Lifeboat Station



### Sports Day



### Beach School



# Year 1

Welcome to the creative buzz of Tamar Class! Mrs Parish-Meens provides an inspiring, engaging, and enjoyable learning experience ensuring fun, laughter and smiles. There's so much to explore including Dinosaurs, Enchanted Woodland and Beside the seaside.



## Year 1 – Long-term curriculum plan

	Term 1		Term 2		Term 3	
Topic Title	Healthy Me/ Toys (Science, History)	Where do we live? (Geography, History)	Dinosaurs	Africa	Enchanted Woodland	Under the Sea!
<b>Writing (The Write Stuff)</b>	Narrative - Rainbow Fish Narrative - Ruby's Worry Narrative - Lost and Found Non-fiction report - Toys	Narrative - The Queens Hat Poetry - Firework Night Narrative - Last stop on market street	Ice planet Narrative - The Train Ride	Narrative - Grandad's Island Non-fiction recount - Travel Journal	Narrative - Little Red Riding Hood Recount - Our trip to the woods	Narrative - The Storm Whale Narrative - Songs of the sea
<b>Maths (The White Rose)</b>	Number – Place value (within 10) Addition and Subtraction (within 10) Geometry – Shape Number – Place value (within 20)		Addition and Subtraction (within 20) Number – Place value (within 50) Measurement – Length and height Weight and volume		Multiplication and division Fractions Position and direction Place value (within 100) Money Time	
<b>Science</b>	<b>Human body-</b> Identify and name basic body parts. Say which part is associated with which sense. Investigate and describe the basic needs of animals, including humans, for survival. Describe the importance of humans doing exercise, eating the right amount of different foods and hygiene.		<b>Animals –</b> Identify and name a variety of common animals including fish, amphibians, <b>reptiles</b> , birds and mammals. To define and give examples of carnivores, omnivores and herbivores. Describe and compare the structures of dinosaurs and other animals.	<b>Animals –</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,	<b>Plants –</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structures of a variety of common flowering plants, including trees.	<b>Everyday Materials –</b> Distinguish between an object and the material from which it is made. Identify and name a wide variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.

				birds and mammals, including pets).	<b>Seasons –</b> To observe changes across the four seasons. To describe weather associated with the seasons and how day length varies.	
<b>History</b>	Changes within living memory – Toys	Events beyond living memory – The Great Fire of London	Significant individuals – Mary Anning			Significant historical events, people and places in own locality – Newquay
<b>Geography</b>		<p><b>Locational Knowledge –</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><b>Geographical Skills and Fieldwork –</b> Use maps, atlases and globes to identify the UK Use compass directions (North, East, South, West) and locational and directional language (left, right, near, far) to describe the location of features on a map. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple ma; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of</p>		<p><b>Locational Knowledge –</b> Name and locate the world’s seven continents and five oceans.</p> <p><b>Geographical Skills and Fieldwork –</b> Use maps, atlases and globes to identify the UK, countries, continents and oceans studied at this key stage.</p> <p><b>Place Knowledge –</b> Understand geographical similarities and differences through studying the human and physical geography of Newquay and Africa.</p>	<p><b>Human and Physical Geography –</b> Identify seasonal and daily weather patters in the UK and the location of hot and cold areas of the world in relation to the equator and the N and S poles.</p>	<p><b>Human and physical geography –</b> use basic geographical vocabulary including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop</p> <p><b>Geographical Skills and Fieldwork –</b> Use compass directions (North, East, South, West) and locational and directional language (left, right, near, far) to describe the location of features on a map. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple ma; and use</p>

		<p>their school, its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Human and physical geography –</b> use basic geographical vocabulary including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop</p>				and construct basic symbols in a key.
<b>D&amp;T (Kapow)</b>	<p><b>Food – Fruit and Vegetables Healthy fruit smoothies 4 lessons (Kapow)</b> Design a fruit and vegetable smoothie and accompanying packaging.</p> <p><b>Cooking and nutrition –</b> To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p> <p><b>Design –</b> Design a purposeful, functional and appealing product based on design criteria.</p> <p><b>Make –</b></p>	<p><b>Mechanisms – Wheels and Axles 4 lessons (Kapow)</b> Design and make a moving vehicle.</p> <p><b>Technical Knowledge –</b> To explore and use mechanisms (wheels and axles) in their products.</p> <p><b>Design –</b> Design a purposeful, functional and appealing product based on design criteria.</p> <p><b>Make –</b> Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a range of materials and components.</p>	<p><b>Textiles – Dinosaur Puppets 4 lessons (Kapow)</b> <b>Dinosaur hand puppet</b></p> <p><b>Design –</b> Design a purposeful, functional and appealing product based on design criteria.</p> <p><b>Make –</b> Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a range of materials and components.</p> <p><b>Evaluate –</b></p>	<p><b>Food – Fruit and Vegetables Exotic fruit kebabs 4 Lessons (Kapow)</b> Design an exotic fruit kebab.</p> <p><b>Cooking and nutrition –</b> To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.</p> <p><b>Design –</b> Design a purposeful, functional and appealing product based on design criteria.</p> <p><b>Make –</b> Select from and use a wide range of ingredients.</p>	<p><b>Mechanisms - Moving woodland scene 3 lessons (Kapow)</b> <b>Technical Knowledge –</b> To explore and use mechanisms (levers and sliders) in their products.</p> <p><b>Design –</b> Design a purposeful, functional and appealing product based on design criteria.</p> <p><b>Make –</b> Select from and use a</p>	<p><b>Structures – Constructing a lighthouse structure 3 lessons</b></p> <p><b>Technical Knowledge –</b> To build structures, exploring how they can be made stronger stiffer and more stable.</p> <p><b>Design –</b> Design a purposeful, functional and appealing product based on design criteria.</p> <p><b>Make –</b> Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)</p>



	<p>Select from and use a wide range of ingredients.</p> <p><b>Evaluate -</b> Explore and evaluate a range of existing products.</p>	<p><b>Evaluate –</b> Evaluate their ideas and products against design criteria.</p>	<p>Evaluate their ideas and products against design criteria.</p>	<p><b>Evaluate –</b> Evaluate their ideas and products against design criteria.</p>	<p>range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) Select from and use a range of materials and components.</p> <p><b>Evaluate –</b> Evaluate their ideas and products against design criteria.</p> <p>Make fat balls for birds.</p>	<p>Select from and use a range of materials and components.</p> <p><b>Evaluate –</b> Evaluate their ideas and products against design criteria.</p>
<b>Art</b>	<p><b>Self-Portraits inspired by Picasso</b> -To learn about the work of artists and make links to their work.</p> <p><b>Toys paintings -</b> Learn about the work of a range of artists describing the differences and similarities between different practices and making links to their own work</p>	<p><b>Great Fire of London Collage</b></p>	<p><b>Dinosaur fossils</b> -To use sculpture and painting to develop and share their ideas, experiences and imagination.</p>	<p><b>Animal prints</b> -To use colour and pattern</p> <p><b>African Artwork</b> -To use drawing and painting to develop and share their ideas. -To use colour, pattern, line, shape and space.</p>	<p><b>Vincent Van Gough Sunflowers</b> -To learn about the work of artists and make links to their work.</p> <p><b>Natural fairy garden</b> -To use a range of materials creatively to</p>	<p><b>Paper plate jellyfish</b> -To use a range of materials creatively to design and make products.</p>

					design and make products.  <b>Clay minibeast</b> -To use sculpture and painting to develop and share their ideas, experiences and imagination.	
<b>Music (Charanga)</b>		Christmas Production				
<b>PSHE (Jigsaw)</b>	<b>Being me in my world</b> 1 – To feel special and safe in my class. 2 – To understand the rights and responsibilities as a member of my class. 3 – To understand the rights and responsibilities for being a member of my class. 4 – To understand rewards and feeling proud. 5 – To recognise the choices I make and understand the consequences. 6 – To understand my rights and responsibilities in my class.	<b>Celebrating Difference</b> 1 – To identify similarities between people in my class. 2 – To identify differences between people in my class. 3 – To tell you what bullying is. 4 – To know who I could talk to if I was feeling unhappy or being bullied. 5 – To know how to make new friends. 6 – To explain how I am different from my friends.	<b>Dreams and Goals</b> 1 – To set simple goals. 2 – To set a goal and work out how to achieve it. 3 – To understand how to work well with a partner. 4 – To tackle a new challenge and understand this might stretch my learning. 5 – To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. 6 -To tell you how I felt when I succeeded in a new challenge and how I celebrated it.	<b>Healthy Me</b> 1 – To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. 2 – To know how to make healthy lifestyle choices. 3 – To understand how to keep myself clean and healthy, and understand how germs cause disease/illness. To understand that all household products including medicines can be harmful if not used properly. 4 – To understand that medicines can help me if I feel poorly and I know how to use them safely.	<b>Relationships</b> 1 – To identify the members of my family and understand that there are lots of different types of families. 2 -To identify what being a good friend means to me. 3 – To know appropriate ways of physical contact to greet my friends and know which ways I prefer. 4 – To know who can help me in my	<b>Changing Me</b> 1 – To understand the life cycles of animals and humans. 2 – To tell you some things about me that have changed and some things about me that have stayed the same. 3 – To tell you how my body has changed since I was a baby. 4 – To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. 5 – To understand that every time I learn something new I change a little bit. 6 - tell you about changes that have happened in my life.

				5 – To understand how to keep safe when crossing the road, and about people who can help me to stay safe. 6 – To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	school community. 5 – To recognise my qualities as person and a friend. 6 – To tell you why I appreciate someone who is special to me.	
<b>RE</b>	<p>Unit 1.2 Who do Christians say made the world? (Creation)</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1-2:3 simply</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>Say what the story tells Christians about God, Creation and the world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least one example of what Christians do to say 'thank you' to God for Creation</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world</li> <li>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li> </ul>	<p>Unit 1.3 Why does Christmas matter to Christians? (incarnation)</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that stories of Jesus' life come from the Gospels</li> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul>	<p>Unit 1.6 Who is Muslim and how do they live?</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>	<p>Unit 1.5 Why does Easter matter to Christians? (Salvation)</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>	<p>Unit 1.7 Who is Jewish and how do they live?</p>	<p>Unit 1.8 What makes some places sacred to believers?</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
<b>PE</b>	Gymnastics Develop balance, agility and co-ordination	Dance Perform dances using simple movement patterns.	Multi-skills	Invasion games		swimming and beach/water safety
<b>Computing</b>	<p><b>Technology around us</b> Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become</p>	<p><b>Programming – Moving a robot</b> Children will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part</p>	<p><b>Creating media – Digital Writing</b> Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They</p>	<p><b>Creating Media – Digital painting</b> Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their</p>	<p><b>Grouping Data</b> This unit of work focuses on assigning data (images) with different labels in order</p>	<p><b>Programming – Animations</b> Children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating</p>

	familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.	of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.	will become more familiar with using a keyboard and mouse to enter and remove text. Children will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, Children will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with children considering their preferences when painting with and without the use of digital devices.	to demonstrate how computers are able to group and present data.	sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.
<b>Role Play Area</b>	Doctors Surgery	House	Dinosaur Den	Safari Corner	Garden Shed	Beach Hut
<b>Trips and Visits</b>	PT Visit (Science) Lanhydrock House (History)	Bus ride (Writing and Geography) Visit from a charity rep (Writing)	Train ride - Newquay to Par (Writing)	Newquay Zoo	Forest experience Newquay Orchard Woodland walk and picnic	Follow the Newquay trail (History) Newquay Aquarium

# Autumn first half term sequence of learning – Key Stage 1, Year 1



## KEY THEME: *Marvellous Me*

**Science:** Animals including humans

### PRIOR KNOWLEDGE

Children have had the opportunity to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. Children have explored creatures, people, plants, and objects in their natural environments and have learnt to use their senses. They have made observations of animals and plants and are able to explain why some things occur and talk about changes.

### INTENT

Children will learn about the human body. Children will engage in a variety of activities including drawing and labelling the body, using their senses to investigate, and how to look after their body including the importance of exercise, diet and hygiene.

### VOCABULARY

healthy, balanced, diet, hygiene, senses, smell, hear, see, taste, touch

### SEQUENCE OF LEARNING

1. To identify and name the basic body parts.
2. To identify and name the parts of the face.
3. To know the five senses and the body part responsible for them.
4. To use my senses to compare different textures, sounds and smells and describe using adjectives.
5. To understand and describe the importance of hygiene.
6. To understand and describe the importance of humans moving and doing exercise
7. To understand and describe the importance of a healthy diet for the human body.

### OUTCOME/COMPOSITE

Children will be able to label the human body, understand the five senses and explain the importance of healthy eating, exercise and hygiene for the body.

**Religious Education (RE):** Who do Christians say made the world?

### PRIOR KNOWLEDGE

Children understand what is right and wrong, that we are all different and have different beliefs and understand how to respect other people's beliefs.

### INTENT

Children will be able to: Retell the story of creation from Genesis 1:1-2:3, recognise that 'creation' is the beginning of the 'big story' of the Bible, say what the story tells Christians about God, Creation and the world, give at least one example of what Christians do to say 'thank you' to God for creation, and think, talk and ask questions about living in an amazing world.

### VOCABULARY

Christians, Christmas, Easter, Harvest, Grace, creator, celebrate, God

### SEQUENCE OF LEARNING

1. Ask pupils to describe what they see and how they feel in a natural environment.
2. To discuss who Christians believe created the world.
3. To discuss if Christians believe God made the world, what should they do to say thank you?
4. To celebrate the harvest festival (Sunday 2nd October)
5. To make links with grace before meals.
6. To think, talk and ask questions about living in an amazing world.

### OUTCOME/COMPOSITE

Children will be able to explain who Christians believe made the world.

**Design and Technology (DT):** Food – Fruits and vegetables

### PRIOR LEARNING

Children have looked at a variety of foods and discussed what is healthy and what is unhealthy.

### INTENT

Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.

### VOCABULARY

Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable

### SEQUENCE OF LEARNING

1. To distinguish fruits from vegetables
2. To learn where fruits and vegetables grow and explore which part of these plants we eat.
3. To taste a selection of potential fruit and vegetable smoothie ingredients.
4. To blend chosen fruit and vegetables to make a smoothie.
5. To design packaging for my drink which reflects the ingredients.

### OUTCOME/COMPOSITE

Children will design and make their own healthy smoothie and packaging.

**Music: All About Me****PRIOR KNOWLEDGE**

Children recognise the beat in a piece of music.

**INTENT**

To recognise and understand the difference between pulse and rhythm.

**VOCABULARY**

Pulse, beat, rhythm, untuned, instrument, pattern, long, short, verse, chorus.

**SEQUENCE OF LEARNING**

1. To use my voice and hands to make music.
2. To clap and play in time to the music.
3. To play simple rhythms on an instrument.
4. To listen to and repeat short rhythmic patterns.
5. To understand the difference between pulse and rhythm.

**OUTCOME/COMPOSITE**

To play untuned instruments musically with an increased understanding of pulse and beat.

**History: Florence Nightingale- Mary Seacole- Edith Cavell****PRIOR KNOWLEDGE**

Children understand the differences of beach life now and then and the importance of Grace Starling and the RNLI.

**INTENT**

To understand the changing in nursing through time.

**VOCABULARY**

Past, present, nurse, nursing, similar, same, war, infection, injured, Crimea, soldier, ward.

**SEQUENCE OF LEARNING**

1. Why do we think Florence Nightingale is remembered?
2. Why did Florence place herself in such danger by going to the Crimea?
3. Fighting Fit- What did Florence do to improve the lives of the soldiers when she arrived in the Crimea?
4. What was Florence Nightingale's greatest achievement?
5. How do we know so much about Florence Nightingale when she lived so long ago?
6. Should Florence Nightingale rather than Mary Seacole have her statue at St.Thomas' hospital?

**OUTCOME/COMPOSITE**

To learn about nursing in the present day (visitors).

**PSHE: Being Me in My World****PRIOR KNOWLEDGE**

Children have learnt to build constructive and respectful relationships, identify and express their feelings and develop skills needed to manage the school day.

**INTENT**

The children discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.

**VOCABULARY**

Safe, special, calm, belonging, special, rights, responsibilities, learning charter, jigsaw charter, rewards, proud, consequences, upset, disappointed, illustration.

**SEQUENCE OF LEARNING**

1. I feel special and safe in my class.
2. I know that I belong to my class.
3. I know how to make my class a safer place for everybody to learn
4. I recognise how it feels to be proud of an achievement.
5. I recognise the range of feelings when I face certain consequences.
6. I understand my choices in following the Learning Charter.

**OUTCOME/COMPOSITE**

Children know who to tell if they or someone else is being bullied or is feeling unhappy. They will know skills to make friendships and that people are unique and that it is OK to be different.

## Physical Education (PE)

### PRIOR KNOWLEDGE

Be able to balance and move in a co-ordinated way. Starting to develop small motor skills. Be able to wait for their turn and understand the concept to 'take turns'

### INTENT

I know different ways of moving.  
I know what hand-eye coordination is and I know I have to use my eyes to 'track' the object I'm catching.  
I know I should have my hands 'hands ready' when I'm catching an object.  
I can move around a space using different movement skills (i.e., skipping, running, jumping).  
I can catch a variety of objects by tracking the object and moving my hands to catch the object.  
I have my hands 'hands ready' when I am catching the object.

### VOCABULARY

'Hands ready', balance, co-ordination, agility, tracking, jumping, running, skipping, stop, go, taking turns

### SEQUENCE OF LEARNING

- To be able to explain what P.E. is and why it's important.
- Understand how to move around safely.
  - Be able to move and travel in a variety of ways.
  - Be able to take turns and support team mates.
  - Be able to perform fundamental movement skills.
  - Apply skills in games and be able to play the game in line with the rules.
  - Develop fundamental movement skills.
  - Explore different ways of travelling over a bench
  - Apply skills in games.
  - Continue to explore travel 'over and under' along benches.
  - Be able to take turns and encourage your team mates.
  - Apply skills in small games
  - Refine movement skills to travel over / across a bench.
  - Develop hand-eye coordination.
  - Apply skills in a small game
  - Understand the concept 'hands ready'
  - Be able to move hands to respond to the stimulus.
  - Apply throwing and catching skills under pressure

### OUTCOME/COMPOSITE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

## Computing: *Computing systems and networks - Technology Around Us*

### PRIOR KNOWLEDGE

In EYFS children have experienced using I pads and used various programs on the interactive white board.

### INTENT

Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.

### VOCABULARY

Technology, computer, laptop, mouse, keyboard, type, edit, text, responsibly, safety

### SEQUENCE OF LEARNING

1. To identify technology
2. To identify a computer and its main parts
3. To use a mouse in different ways
4. To use a keyboard to type on a computer
5. To use the keyboard to edit text
6. To create rules for using technology responsibly

### OUTCOME/COMPOSITE

Children will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.

# CELEBRATIONS AND TRIPS



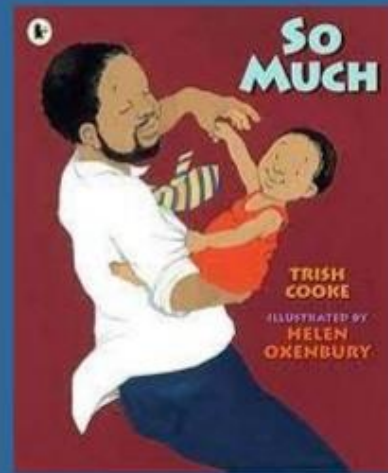
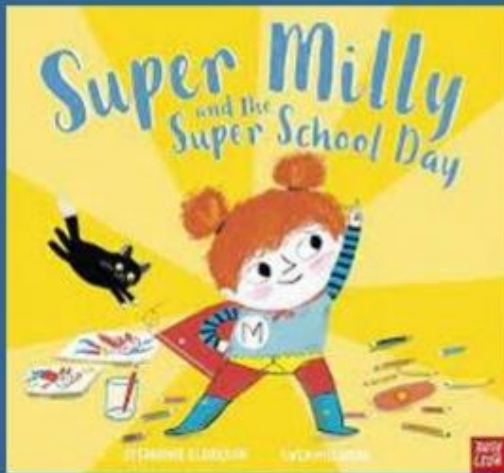
Halloween Party

## Autumn Treasure Hunt at The Orchard



Cross Country Festival

# KEY TEXT



# BIG VISITS



Healthy  
Cornwall





# Autumn second half term sequence of learning – Key Stage 1, Year 1



## KEY THEME: *Where do we live?*

### Geography

#### PRIOR KNOWLEDGE

Children have learnt about their immediate environment.

#### INTENT

To know the four countries of the UK and use directional language, left right. To compare the physical and human features of the UK and our locality.

#### VOCABULARY

United Kingdom, globe, map, countries, capital city, England, Wales, Scotland, Ireland, physical features, human features, north, east, south, west, town, country, village, city

#### SEQUENCE OF LEARNING

1. **Where do we live?** Newquay. Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding areas.
2. **Where in the world are we?** I know the location of the UK in general terms on a globe, world map and map of Europe. I can develop knowledge in overview of some of the key physical and human features of the UK.
3. **What is special about the United Kingdom?** I can find the key physical features of the UK and include the surrounding seas. Pupils will use a simple atlas to find information and present findings on a map.
4. **What countries are in the United Kingdom?**
  - a. England: I can locate England on the map, name its capital city and the surrounding seas and describe the weather.
  - b. Wales: I can locate Wales on the map, name its capital city and the surrounding seas and describe the weather.
  - c. Scotland: I can locate Scotland on the map, name its capital city and the surrounding seas and describe the weather.
  - d. Ireland: I can locate Ireland on the map, name its capital city and the surrounding seas and describe the weather.

#### OUTCOME/COMPOSITE

Children will create a labelled class map of the UK for others to use and be able to name and locate the four counties and their capital cities.

### Physical Education (P.E.): Jump, shape, create

#### PRIOR KNOWLEDGE

Pupils will have developed skills to collect and carry a variety of equipment (balls, bean bags, scarves etc).

#### INTENT

Develop agility, balance and coordination through gymnastic activities.

#### VOCABULARY

Gymnastics, mats, safety, travel, rolls, jumping, apparatus, sequence, feedback

#### SEQUENCE OF LEARNING

1. To know their new topic 'jump-shape-create' and be able to pick up, carry and put down mats safely.
2. To be able to jump in different directions, and jump on and off of low level apparatus i.e. bench.
3. To be able to travel in different ways, at different speeds, in different directions.
4. To be able to jump and make different shapes and link jumps together.
5. To be able to take-turns using a mat and explore different types of rolls.
6. To know what a sequence is and be able to link travel, rolls and jumps together to create a sequence.

#### OUTCOME/COMPOSITE

To develop and refine fundamental movement skills, including agility, balance, and co-ordination through gymnastic activities. Pupils will perform these movements with increased fluency

### Computing: Programming – Moving a robot

#### PRIOR LEARNING

#### INTENT

Children will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs

#### VOCABULARY

Command, direction, sequence, program, left, right, forwards, backwards, turn, move, north, east, south, west

#### SEQUENCE OF LEARNING

1. **To explain what a given command will do:** I can predict the outcome of a command on a device, I can match a command to an outcome, I can run a command on a device
2. **To act out a given word:** I can follow an instruction, I can recall words that can be acted out, I can give directions
3. **To combine 'forwards' and 'backwards' commands to make a sequence:** I can compare forward and backward movements, I can start a sequence from the same place, I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands
4. **To combine four direction commands to make sequences:** I can compare left and right turns, I can experiment with 'turn' and 'move' commands to move a robot, I can predict the outcome of a sequence involving up to four commands
5. **To plan a simple program:** I can explain what my program should do, I can choose the order of commands in a sequence, I can debug my program
6. **To find more than one solution to a problem:** I can identify several possible solutions, I can plan two programs, I can use two different programs to get to the same place

#### OUTCOME/COMPOSITE

To programme a robot to move around the floor.

## Music: By the Sea

### PRIOR KNOWLEDGE

Children can sing melodic shape and explain the term 'rhythm'.

### INTENT

To recognise basic tempo, dynamic and pitch changes and choose them appropriately for a piece of music.

### VOCABULARY

Body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre.

### SEQUENCE OF LEARNING

1. To understand that music can be used to represent an environment.
2. To understand how music can represent changes in an environment.
3. To select instruments to match seaside sounds.
4. To recognise and use dynamics and tempo.
5. To write music down and perform from a graphic score.

### OUTCOME/COMPOSITE

To create their own graphic score, select the appropriate instrument and play from it.

## Religious Education (R.E.): *Why does Christmas matter to Christians?*

### PRIOR KNOWLEDGE

Children have listened to the Christian story of Christmas.

### INTENT

Children will be able to explain why Christmas is an important festival to Christians.

### VOCABULARY

Christmas, Christians, celebration, celebrate, decorate, gifts, receiving, giving.

### SEQUENCE OF LEARNING

1. Why is Christmas important to Christians?
2. What is Christmas?
3. To retell the Christmas story
4. How is Christmas celebrated?
5. What happens in a Christian church at Christmas?
6. What does advent mean to Christians?
7. Why do Christians decorate their homes at Christmas?
8. Why do Christians give gifts at Christmas?

### OUTCOME/COMPOSITE

To retell the Christmas story (through the nativity show to parents) and explain why Christmas is an important festival to Christians.

## PSHE: Celebrating difference

### PRIOR KNOWLEDGE

Children have discussed the importance of being different and how it makes them special.

### INTENT

In this unit the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.

### VOCABULARY

Similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique

### SEQUENCE OF LEARNING

1. To identify similarities between people in my class.
2. To identify differences between people in my class.
3. To tell you what bullying is.
4. To know who I could talk to if I was feeling unhappy or being bullied.
5. To know how to make new friends.
6. To explain how I am different from my friends.

### OUTCOME/COMPOSITE

To explain what makes them unique and special and to understand the importance of treating everyone equally regardless of their differences.

## Science: Seasonal Changes

### PRIOR KNOWLEDGE

Children ask questions about the natural world. They will understand some important processes and changes around them including the seasons.

### INTENT

To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies -Autumn and winter (This will be done on a weekly basis with the children).

### VOCABULARY

Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, autumn, Sun, sunrise, sunset, day length

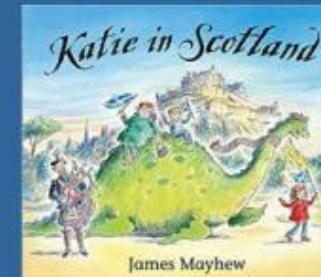
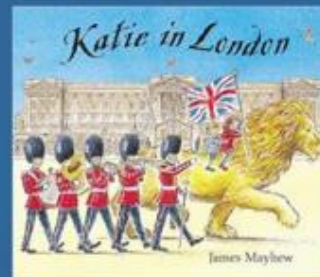
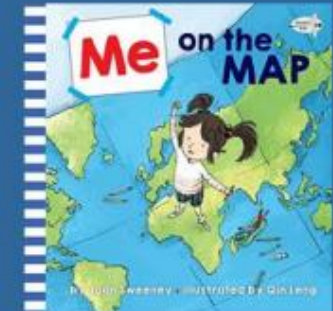
### SEQUENCE OF LEARNING

1. To observe and describe how day length varies in the context of autumn and winter.
2. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change during autumn and winter.
3. To observe and describe weather associated with the seasons by observing and recording the weather.
4. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction.
5. To observe changes across the 4 seasons by exploring how some animals adapt to survive in different seasons.

### OUTCOME/COMPOSITE

Children will create a mini film to explain the characteristics of autumn and winter.

## KEY TEXT



## CELEBRATIONS AND TRIPS



Christmas cinema trip



Christmas class party



Christmas performance



St Michael's Church visit

# Spring first half term sequence of learning – Key Stage 1, Year 1



## KEY THEME: *Dinosaurs*

### Science: Seasons (Autumn/Winter)

#### PRIOR KNOWLEDGE

Children can name the four seasons and have observed changes within Autumn and Winter.

#### INTENT

To observe changes across the seasons Autumn and Winter. To describe weather associated with the seasons and how day length varies.

#### VOCABULARY

Seasons, Autumn, Winter, December, January, February, shorter, weather, darker, frost, evergreen trees, month

#### SEQUENCE OF LEARNING

1. To observe changes across the 4 seasons in the context of the weather
2. To observe and describe how day length varies
3. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter
4. To observe and describe weather associated with the seasons by observing and recording the weather in winter
5. To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter

#### OUTCOME/COMPOSITE

Children will be able to explain the characteristics of the Autumn and Winter.

### Religious Education (RE): Muslim

#### PRIOR KNOWLEDGE

Children have explored religions and religious festivals including Christianity, Hinduism and Chinese New Year.

#### INTENT

To understand who a Muslim is and how do they live.

#### VOCABULARY

Islam, Muslim, Qur'an, mosque, shahada

#### SEQUENCE OF LEARNING

1. Who is Muslim and how do they live?
2. To recognise the words of the Shahada and that is is very important to Muslims.
3. What is the Qur'an and why is it special to Muslims?
4. What is a mosque?

#### OUTCOME/COMPOSITE

To have a basic understanding of the Islamic religion.

### Design and Technology (DT): Textiles

#### PRIOR KNOWLEDGE

The children have made finger puppets to retell the story of Supertato, build our own trap to catch Evil Pea using a variety of tools and materials.

#### INTENT

To use a template to create a design. To cut fabric neatly with scissors. To reflect on a finished product, explaining likes and dislikes.

#### VOCABULARY

Decorate, design, fabric, glue, model, safety pin, staple, stencil, template

#### SEQUENCE OF LEARNING

1. To join fabrics together using different methods.
2. To use a template to create my design.
3. To join two fabrics together accurately.
4. To embellish my design using joining methods.

#### OUTCOME/COMPOSITE

Children will make and embellish a fabric hand puppet to share with parents and the dinosaur museum.

## Music: Pulse and Tempo

### PRIOR KNOWLEDGE

Children can represent their emotions through music.

### INTENT

To perform a pattern that gradually gets faster (accelerando).

### VOCABULARY

Accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo.

### SEQUENCE OF LEARNING

1. To understand the concept of pitch.
2. To create a pattern using two pitches.
3. To understand the concept of tempo.
4. To create a superhero theme tune.
5. To perform confidently as part of a group.

### OUTCOME/COMPOSITE

To contribute to a group composition performance by creating, selecting, combining and performing sounds.

## History: Mary Anning

### PRIOR KNOWLEDGE

Children can explain how Florence Nightingale, Mary Seacole and Edith Cavell impacted upon the development of nursing. Children can explain what life was like in the past and how it compares to life today.

### INTENT

To learn about the lives of a significant individual from the past who has contributed to national and international achievements – Mary Anning.

### VOCABULARY

Palaeontologist, fossil, extinct, rocks, Mary Anning, Lyme Regis.

### SEQUENCE OF LEARNING

1. Why do we remember Mary Anning?
2. What were the ups and downs of Mary Anning's life?
3. What was Mary like and what made her so special?
4. What did others think of Mary?
5. How do we know that Mary really did do all these clever things?
6. What could we do to make Mary Anning more famous?

### OUTCOME/COMPOSITE

To demonstrate what they have learned about Mary Anning, fossils, and dinosaurs at a dinosaur museum for parents.  
To participate in a dinosaur dig at the beach.

## PSHE: Dreams and Goals

### PRIOR KNOWLEDGE

Children have discussed what jobs they might like when they are older and have been taught to associate what they learn now with being able to have a job they want.

### INTENT

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

### VOCABULARY

Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.

### SEQUENCE OF LEARNING

1. I can tell you about a thing I do well.
2. I can tell you how I learn best.
3. I can celebrate achievement with my partner.
4. I can identify how I feel when I am faced with a new challenge.
5. I know how I feel when I see obstacles and how I feel when I overcome them.
6. I know how to store the feelings of success in my internal treasure chest.

### OUTCOME/COMPOSITE

Children can set simple goals for themselves and explain how they will achieve them. Children understand that mistakes/obstacles may arise and how they can learn from these.

## Physical Education (PE): Look- Run - Avoid

### PRIOR KNOWLEDGE

Pupils will be able to balance and travel in a variety of ways. Pupils will know how to be safe and move safely in a set area. Pupils will be able to take turns.

### INTENT

To apply their fundamental skills (agility, balance and coordination) in small-sided team games whilst working together as a team. Pupils will start to gain an understanding of the basic principles of 'attack' and 'defence'.

### VOCABULARY

Safety, Movement, Team work, Agility, Balance, Coordination, Attack, Defence, Rules, Referee, Win, Lose, Draw, Respect, Communicate

### SEQUENCE OF LEARNING

1. To move safely and in a coordinated manner in a variety of different ways.
2. To know what the concept of 'rules' are and be able to play a small-sided team game in line with the rules. To have a developing understanding of 'attack and defence'
3. To be able to track a ball in a game situation and to be able to recognise feelings associated with winning and losing.
4. To be able to work together as a team in small-sided games. Pupils will be able to do three-cheers and shake hands with the opposing team at the end of a game.
5. To be able to play capture the flag by working together as a team and playing by the rules.
6. To apply all the skills learnt and developed in this topic by participating in a tournament.

### OUTCOME/COMPOSITE

Pupils will be able to play small-sided team games in line with the rules. Pupils will be able to work together as a team and have a developing understanding of what makes a team effective.

## Computing: Creating media – Digital Writing

### PRIOR KNOWLEDGE

In EYFS children have experienced using I pads and used various programs on the interactive white board.

### INTENT

Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Children will also consider how to change the look of their text and will be able to justify their reasoning in making these changes.

### VOCABULARY

Keyboard, mouse, text, toolbar, font, size

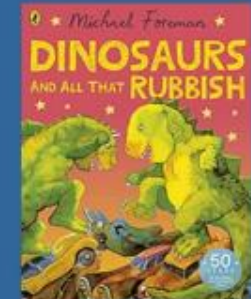
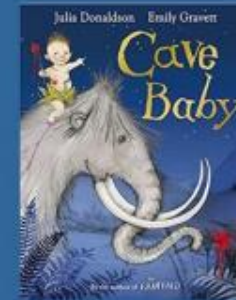
### SEQUENCE OF LEARNING

1. Exploring the keyboard
2. Adding and removing text
3. Exploring the toolbar
4. Making changes to text
5. Explaining my choices
6. Pencil or keyboard?

### OUTCOME/COMPOSITE

Children will use the keyboard to type up a piece of their own writing and make choices on how to present it (size, font, colour)

## KEY TEXT



## CELEBRATIONS AND TRIPS



Dinosaur dig on Porth Beach



Dinosaur museum for parents

# Spring second half term sequence of learning – Key Stage 1, Year 1



## KEY THEME: On Safari!

### Science: Animals

#### PRIOR KNOWLEDGE

The children can use their senses to explore the world around them. The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats.

#### INTENT

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  
To compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

#### VOCABULARY

Carnivore, Herbivore, Omnivore, fish, amphibians, reptiles, birds, mammals, cold-blooded, warm-blooded, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

#### SEQUENCE OF LEARNING

1. Observing animals - To identify and name some common animals.
2. Comparing animals - To describe and compare the structure of a variety of common animals.
3. Animal diets - To identify, name and sort animals that are herbivores, carnivores, and omnivores.
4. WOW – Newquay Zoo visit

#### OUTCOME/COMPOSITE

To create an information booklet on the computer to explain what we have learned about identifying, classifying, and sorting animals.

### Religious Education (RE): Christianity

#### PRIOR KNOWLEDGE

Children in EYFS have been introduced to Christian themes of creation, incarnation, and salvation. They have also compared different religious special places, stories and belonging

#### INTENT

Why does Easter matter to Christians?  
To explain why Easter is so important to Christians.

#### VOCABULARY

Incarnation, salvation, Holy week, Bible, Easter, resurrection

#### SEQUENCE OF LEARNING

1. To recognise that incarnation and salvation are part of a 'big story' of the Bible.
2. To tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people)
3. To recognise that Jesus gives instructions about how to behave.
4. To understand how Christians celebrate Easter.
5. To give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in Church worship at Easter.
6. To talk about history of the easter egg and why Christians give them at Easter.

#### OUTCOME/COMPOSITE

To retell the Christian story of Easter and explain how Christians might celebrate Easter.

### Design and Technology (DT): Fruit and Vegetables

#### PRIOR LEARNING

Children have looked and tasted a variety of fruits and vegetables. Children used their favourite fruits and vegetables to make a healthy fruit smoothie.

#### INTENT

Learn to distinguish between fruit and vegetables and where they grow. Design a fruit kebab using exotic fruits based on the book 'Handa's Surprise' and accompanying packaging.

#### VOCABULARY

Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice

#### SEQUENCE OF LEARNING

1. To identify if a food is a fruit or a vegetable.
2. To identify where plants grow and which parts we eat.
3. To taste and compare a variety of exotic fruit and vegetables.
4. To design an exotic fruit kebab.
5. To make an exotic fruit kebab.

#### OUTCOME/COMPOSITE

To name a variety of exotic fruits and prepare an exotic fruit kebab to share with parents/carers.

**Music: Animals: Classic Music, Dynamics and Tempo**

**PRIOR KNOWLEDGE**

Children can choose instruments that will express themselves appropriately.

**INTENT**

To improvise, using their instrument, to a given stimulus.

**VOCABULARY**

Fast, slow, quiet, dynamics, tempo, musical composition.

**SEQUENCE OF LEARNING**

1. To use percussion and my body expressively in response to music.
2. To sing a song in sections.
3. To perform a song.
4. To use instruments to create different sounds.
5. To create and choose sounds (The Story of the Lion).

**OUTCOME/COMPOSITE**

To sing in time from memory and perform to a crowd.

**Geography: Africa**

**PRIOR KNOWLEDGE**

Children have learnt about their immediate environment.

**INTENT**

To name and locate the world's seven continents and five oceans  
To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**VOCABULARY**

Continent, ocean, equator, map, atlas, globe

**SEQUENCE OF LEARNING**

1. To introduce Africa as a continent.
2. Children to locate Africa on a World map and understand that it is a continent made up of 54 countries.
3. To name and locate the World's seven continents and five oceans.
4. To explore world maps, atlases, and globes to locate the World's seven continents and five oceans,
5. To understand geographical similarities and differences through studying the human and physical geography of England and Africa.
6. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the World in relation to the Equator and the North and South Poles

**OUTCOME/COMPOSITE**

Children to showcase their learning to parents through song and performance at 'African Adventure' open afternoon.

**PSHE: Healthy Me**

**PRIOR KNOWLEDGE**

In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

**INTENT**

**VOCABULARY**

Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

**SEQUENCE OF LEARNING**

1. I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.
2. I know how to make healthy lifestyle choices.
3. I know how to keep myself clean and healthy and understand how germs cause disease/illness.
4. I know that all household products including medicines can be harmful if not used properly.
5. I understand that medicines can help me if I feel poorly, and I know how to use them safely.
6. I know how to keep safe when crossing the road, and about people who can help me to stay safe.
7. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.

**OUTCOME/COMPOSITE**

To understand how germs can make us unwell and how to keep ourselves clean and hygienic. To understand the importance of road safety as well as people who can help them to stay safe.



## Physical Education (PE): Throw – Prepare - Catch

### PRIOR KNOWLEDGE

Pupils will be able to play small-sided movement games (without a ball). Pupils will know what rules are and why they are used in sport. Pupils will be able to play a game in line with the rules. Pupils will know the feelings associated with winning and losing.

### INTENT

To combine movement skills (agility, balance and coordination) with throwing and catching skills so pupils can play small-sided invasion games which use a ball or another object. Pupils will continue to develop their understanding of attack and defence.

### VOCABULARY

movement, Hands –ready, Pivot, Tracking, Handeye coordination, Throw, Catch, Space, Rules, Teamwork, Win, Lose, Respect, Official, Referee

### SEQUENCE OF LEARNING

1. To recap the concept of an 'invasion game'. Pupils will play invasion games that are movement based.
2. To recap and further develop the pupils' techniques when throwing and catching.
3. To play small-sided invasion games that include a ball i.e. bench ball. Pupils will be able to play in line with the rules and work together as a team.
4. To play small-sided invasion games with a focus on how to win and lose respectfully and to be aware of team members feelings.
5. To play small-sided invasion games with a focus on attack, defence, and spatial awareness.
6. To apply all the skills learnt throughout this topic in a tournament. Pupils to reflect on their learning.

### OUTCOME/COMPOSITE

Pupils will apply their throwing and catching skills in small-sided games in line with the rules. Pupils will know how to win and lose respectfully. Pupils will have a developing understanding of the concepts of 'attack and defence'.

## Computing: Creating Media – Digital Painting

### PRIOR KNOWLEDGE

Children should be familiar with:

- How to switch their device on
- Usernames
- Passwords

### INTENT

Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

### VOCABULARY

Shape, lines, paint, computer

### SEQUENCE OF LEARNING

1. Internet safety –Health/Wellbeing - I can explain rules to keep myself safe when using technology both in and beyond the home.
2. How can we paint using computers?
3. Using shape and lines
4. Making careful choices
5. Why did I choose that?
6. Painting all by myself
7. Comparing computer art and painting

### OUTCOME/COMPOSITE

Children will use the computer to create their own African digital painting

## Art: Observational animal drawing

### PRIOR KNOWLEDGE

The children can create art using a range of techniques individually and with peers.

### INTENT

To begin to explore a variety of drawing materials including pencil, wax and charcoal. To explore observational drawing. To be given time and space to engage with the physical world to stimulate a creative response (seeing and hearing – Zoo trip)

### VOCABULARY

Line, shape, pencil, wax, charcoal

### SEQUENCE OF LEARNING

1. Drawing exercises which include line and texture using pencil, wax and charcoal.
2. Research and look at the work of Albrecht Durer (animal drawings) – children to create a fact file about Durer
3. Observational drawing using pencils, wax and charcoal from photos in the style of Durer's work- Children have choice of different paper sizes
4. Drawing from life at the zoo using pencils
5. Photography of animals using tablets (1 between 3)
6. Choose favourite media and size to draw own animal using photos from the zoo.
7. Evaluate and exhibit art work.

### OUTCOME/COMPOSITE

To display photos and drawings together and post on tapestry.

## KEY TEXT



## CELEBRATIONS AND TRIPS



## BIG VISITS



Naomi Jones  
author visit



Oll An Gwella -  
the acappella  
chorus drawn  
from Newquay  
male voice  
choir



Cornish  
dancing  
workshop

# Summer first half term sequence of learning – Key Stage 1, Year 1



## KEY THEME: Enchanted Woodland

### Science: Plants

### Religious Education (RE): Who is Muslim and how do they live?

### Design and Technology (DT): Mechanisms Making a woodland scene

#### PRIOR KNOWLEDGE

The children will be able to explain differences and similarities in mini beasts and habitats.

#### PRIOR KNOWLEDGE

Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging.

#### PRIOR LEARNING

Children have explored attaching two items to make a working model with a split pin.

#### INTENT

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

To identify and describe the basic structure of a variety of common flowering plants, including trees.

#### INTENT

To develop an understanding of who Muslims are and how they live (part 2).

#### INTENT

Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.

#### VOCABULARY

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area

#### VOCABULARY

Prophet Muhammad, Ramadam, Shahadah, Allah

#### VOCABULARY

Sliders, mechanism, adapt, design criteria, design, input, model, template, assemble, test

#### SEQUENCE OF LEARNING

1. Making observations - To describe and compare plants, seeds and bulbs.
2. Parts of a plant - To name and compare the parts of plants.
3. Garden and wild plants - To identify and name some common garden and wild plants.
4. Terrific trees - To identify and name some common trees.
5. Fruit and vegetables - To name, sort and compare some common fruit and vegetable plants.
6. Comparing plants - To name and compare some common plants and trees.
7. Eden Project visit to identify and name a variety of common wild and garden plants

#### SEQUENCE OF LEARNING

1. What do Muslims think about God?
2. Who was the Prophet Muhammad and why is he important to Muslims?
3. What can people learn from Muslim holy words?
4. What difference does worshipping God make to Muslims?

#### SEQUENCE OF LEARNING

1. To explore moving mechanisms.
2. To design a moving scene.
3. To construct a moving picture.
4. To evaluate my finished product

#### OUTCOME/COMPOSITE

To grow a plant (sunflower) and observe changes.

#### OUTCOME/COMPOSITE

Share learning by thinking, talking about, and asking questions about Muslim beliefs and ways of living to Severn class.

#### OUTCOME/COMPOSITE

To make a moving woodland scene to be part of a class book.

**Music:** Fairy Tales: Timbre and Rhythmic Patterns

**PRIOR KNOWLEDGE**

Children can sing in time using the correct pitch.

**INTENT**

To play a rhythmic pattern along with their spoken word.

**VOCABULARY**

Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute.

**SEQUENCE OF LEARNING**

1. To use voices expressively to speak and chant.
2. To select suitable instrumental sounds to represent a character.
3. To compose and play a rhythm.
4. To recognise how timbre is used to represent characters in a piece of music.
5. To keep the pulse using untuned instruments.

**OUTCOME/COMPOSITE**

To perform a class performance using a variety of tuned instruments.

**History:** The Wright Brothers

**PRIOR KNOWLEDGE**

Children can explain who Mary Anning was and what she achieved.

**INTENT**

Children will learn how the impact of the Wright Brothers' discovery changed the world today.

**VOCABULARY**

Atlantic Ocean, glider, helicopter, inventor, jumbo jet, pilot, pioneer, solo

**SEQUENCE OF LEARNING**

1. What do you think the Wright brothers did to make them famous?
2. How did the Wright brothers manage to be the first to launch a man powered flight?
3. Why did the Wright brothers succeed where others failed?
4. How can we possibly know about the Wright brothers first flight when there's nobody alive now who saw it?
5. How did flight change as a result of the Wright brothers' work?

**OUTCOME/COMPOSITE**

To visit Newquay airport and see how the Wright brothers' work has impacted on our lives.

**PSHE:** Relationships: Building positive, healthy relationships

**PRIOR KNOWLEDGE**

Children have been introduced to the key relationships in their lives.

**INTENT**

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

**VOCABULARY**

Family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate

**SEQUENCE OF LEARNING**

1. I can identify the members of my family and understand that there are lots of different types of families.
2. I can identify what being a good friend means to me.
3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer.
4. I know who can help me in my school community.
5. I can recognise my qualities as person and a friend.
6. I can tell you why I appreciate someone who is special to me.

**OUTCOME/COMPOSITE**

Children can consider their significant relationships and why these are important to them. Children can explain appropriate ways of touch and what to do if someone touches them in a way they dislike.

## Physical Education (PE): Float – Swim – Be Safe

### PRIOR KNOWLEDGE

Pupils will be able to get changed with increasing independence. Pupils will be able to enter and exit the water safely. Pupils will be able to participate in water confidence activities.

### INTENT

Pupils will develop and refine water confidence skills acquired in EYFS. Pupils will understand the concept 'float to live' and they will start to learn the techniques for individual swimming strokes.

### VOCABULARY

Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, front crawl, back stroke, butterfly, breast stroke, lifeguards.

### SEQUENCE OF LEARNING

1. To be able to get changed into and out of swimwear with teacher prompts. To be able to enter and exit the pool safely. Swim teachers to assess the swimming ability of pupils.
2. To be able to float with and without buoyancy aids. Understand the concept of 'float to live'.
3. To be able to kick 5m on their front and back (with or without buoyancy aids).
4. To be able to participate in teacher led games to increase water confidence. To be able to identify 3 ways to be safe at the swimming pool and at the beach.
5. To swim aided or unaided with a developing understanding of the different strokes and the actions involved in them.
6. To swim aided or unaided for 5 metres. To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).

### OUTCOME/COMPOSITE

Pupils will be able to get changed with increasing independence. Pupils will be able to float (with or without a buoyancy aid). Pupils will be able to kick for 5m (with or without a buoyancy aid).

## Computing: Grouping data

### PRIOR KNOWLEDGE

- Children should be familiar with:
- How to switch their device on
    - Usernames
    - Passwords

### INTENT

This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.

### VOCABULARY

Label, group, data,

### SEQUENCE OF LEARNING

1. Internet safety - Privacy and Security - I can explain how passwords are used to protect information, accounts and devices.
2. Label and match – To label objects
3. Group and count – To identify that objects can be counted
4. Describe an object - To describe objects in different ways
5. Making different groups - To count objects with the same properties
6. Comparing groups – To compare groups of objects
7. Answering questions - To answer questions about groups of objects

### OUTCOME/COMPOSITE

Children will be introduced to the concept of labelling and grouping objects based on their properties. Children will begin to improve their ability to use dragging and dropping skills on a device.

## Art: Drawing and collaging botanical fairies

### PRIOR KNOWLEDGE

Children have had the opportunity to create collaboratively using a range of materials.

### INTENT

To explore mark making to start to build mark making vocabulary.  
To explore a variety of drawing materials including pencil, pen and chalk.  
To use basic tools to help deconstruct (scissors) and construct (glue).

### VOCABULARY

Mark making, pencil, pen, chalk, deconstruct, construct

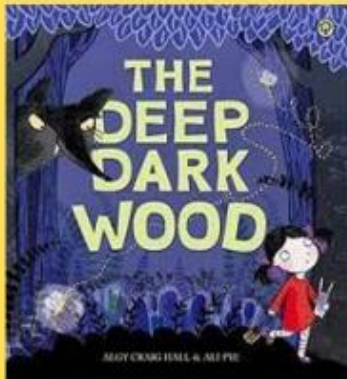
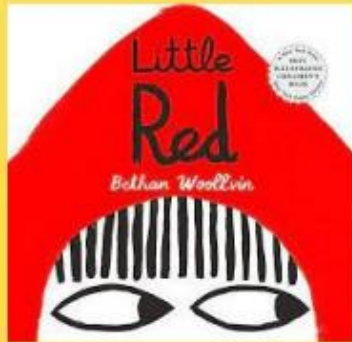
### SEQUENCE OF LEARNING

1. To explore mark making using pencils, pen and chalk.
2. Explore Flower fairies books The Fairies of The Summer Archives - Flower Fairies and observe and collect flower petals.
3. To use imagination to draw the outline of a flower fairy.
4. To use scissors to deconstruct and glue to construct petals on to fairy to make clothes and accessories.
5. To draw or paint their flower fairy to include petal clothes and accessories.
6. To use chalk to draw flower fairy outline on a larger scale outside.
7. To use petals to create clothes and accessories for fairies.

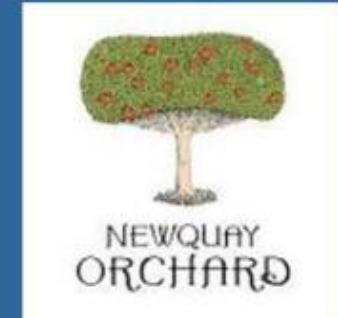
### OUTCOME/COMPOSITE

To draw and collage a fairy to use as a character in oral story telling.  
To display painted flower fairies and photos of chalk flower fairies on tapestry.

# KEY TEXT



# CELEBRATIONS AND TRIPS



Teddy Bear's Picnic



Newquay Library

# Summer 2 sequence of learning – Key Stage 1, Year 1



## KEY THEME: Beside the Seaside

### Science: Everyday Materials

#### PRIOR KNOWLEDGE

The children have explored a variety of materials and have made boats that float successfully using a correct medium.

#### INTENT

To understand that different objects are made from different materials.

#### VOCABULARY

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through

#### SEQUENCE OF LEARNING

1. I will learn what an object and a material are. We will then distinguish between an object and the material which it is made from and share our thoughts and ideas about why the object has been made from that material.
2. I will identify and name a variety of everyday materials, including: wood, plastic, metal, glass and rock.
3. I will learn that all objects are made of one or more materials. Some objects can be made from different materials and we will explore different examples of this e.g. plastic, metal or wooden spoons.

#### OUTCOME/COMPOSITE

To test a variety of materials and choose suitable materials to make a functioning light house. (DT link)

### Religious Education (RE): What makes some places sacred to believers?

#### PRIOR KNOWLEDGE

Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging

#### INTENT

What makes some places sacred to believers?

#### VOCABULARY

Sacred, Church, Synagogue, Mosque

#### SEQUENCE OF LEARNING

1. To identify which places are important to me. Where is a sacred place for believers to go?
2. To understand which place of worship is sacred for Christians
3. To understand which place of worship is sacred for Jewish people.
4. To understand which place of worship is sacred for Muslims.
5. To identify how are places of worship similar and different. To know why places of worship important to our community.

#### OUTCOME/COMPOSITE

Locate local places of worship, such as, churches, synagogues, and mosques.

### Design and Technology (DT): Constructing a lighthouse

#### PRIOR LEARNING

Children have constructed various models and adapted their designs when needed.

#### INTENT

Design and construct a light house for a client (Lighthouse keeper) to live in. Explore various types of light house, how they work and their key features.

#### VOCABULARY

Axle, bridge, design, design criteria, model, structure, template, unstable, stable, strong, weak

#### SEQUENCE OF LEARNING

1. To include individual preferences and requirements in my design.
2. To make a stable structure.
3. To assemble the components of my structure.
4. To evaluate my project and adapt my design.

#### OUTCOME/COMPOSITE

To design, make and evaluate a functioning light house.

**Music: Under the Sea**

**PRIOR KNOWLEDGE**

Children can explore how music makes them feel.

**INTENT**

To define all the musical terms from this year's learning.

**VOCABULARY**

Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score.

**SEQUENCE OF LEARNING**

1. To learn the musical vocabulary: pulse and tempo
2. To explain what dynamics and timbre are
3. To explain what pitch and rhythm are
4. To explain what texture and structure are
5. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.

**Geography: Our local area**

**PRIOR KNOWLEDGE**

Children have learnt about their immediate environment.

**INTENT**

To recognise human, geographical and physical features of the coast.

**VOCABULARY**

Photographs, map, key, beach. Cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, city, town, village, factory, farm, house, office, harbour, shop

**SEQUENCE OF LEARNING**

1. To recap our learning to name and locate the world's seven continents and five oceans.
2. To learn what aerial photographs and plan perspectives are and use them to recognise landmarks and basic human and physical features; (Maps and photos of Newquay)
3. To explore a variety of simple maps, symbols and keys.
4. To construct a simple map of the classroom including a key and basic symbol.

**PSHE: Coping positively with change**

**PRIOR KNOWLEDGE**

Children have learnt the main body parts and how their bodies have changed from being a baby. Children have learnt what to do if they are feeling worried.

**INTENT**

Children are introduced to life cycles and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

**VOCABULARY**

Changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping.

**SEQUENCE OF LEARNING**

1. I am starting to understand the life cycles of animals and humans.
2. I can tell you some things about me that have changed and some things about me that have stayed the same.
3. I can tell you how my body has changed since I was a baby.
4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.



5. To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.
6. To learn who the RNLI is and what they do. We will recognise landmarks and basic human and physical features of the coast.
7. Where are our seashores? I can use key words to describe different places and environments. I can use a map to find seaside locations.
8. Features of the seaside. I can use key words to describe seaside locations. I can observe aerial photographs of seaside locations.
9. Let's explore a seaside town. I can describe a seaside town in the UK. I can describe places and routes on a map.
10. A visit to the seaside. To follow a planned route on a simple map and understand and identify basic geographical features – beach, cliff, coast, sea, ocean, house, shop, harbour, town

5. I understand that every time I learn something new I change a little bit.
6. I can tell you about changes that have happened in my life.

#### **OUTCOME/COMPOSITE**

To perform a layer of the music within an overall piece.

#### **OUTCOME/COMPOSITE**

We will know human and geographical features of the coast and be able to recognise these on a map.

#### **OUTCOME/COMPOSITE**

To begin to understand human life cycles and how our bodies change and identify the parts of the body that make boys different to girls.

**Physical Education (PE): Aim – Strike - React**

**PRIOR KNOWLEDGE**

Pupils have developed their fundamental movement skills and hand-eye coordination. They are able to play games with basic rules and have an understating of the feelings associated with winning and losing.

**INTENT**

Pupils will use their fundamental movement skills (Agility, Balance and Coordination) to participate in striking and fielding activities.

**VOCABULARY**

Striking, fielding, hitting, hands ready, bat, racket, catching, running, bases, bowling, scoring.

**SEQUENCE OF LEARNING**

1. To acquire and develop skills to play 'football rounder's'.
2. To develop an understanding of 'fielding' and 'batting'. Pupils will start to develop knowledge of how to 'field' effectively.
3. To be able to play a football rounder's tournament. They will apply their batting and fielding skills. They will be able to keep their score.
4. To acquire skills to play 'throwing' rounder's. Pupils will be able to roll and throw the ball into space, away from the fielding team.
5. To be able to develop strategies to help them be more successful in "throwing rounders".
6. To consolidate their learning by participating in a striking and fielding tournament.

**OUTCOME/COMPOSITE**

Pupils will be able to strike a football OR throw a ball into a space. Pupils will understand how to score a rounder. Pupils will be able to field the ball and return it to the 'bowlers' box to stop the batting team scoring.

**Computing: Programming B – programming animations**

**PRIOR KNOWLEDGE**

Children have learned to program a floor robot using instructions.

**INTENT**

Children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. children will also be introduced to the early stages of program design through the introduction of algorithms.

**VOCABULARY**

Command, sprite, algorithm, program

**SEQUENCE OF LEARNING**

1. Internet safety - Managing online information - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
2. Comparing tools - To choose a command for a given purpose.
3. Joining blocks - To show that a series of commands can be joined together.
4. Make a change - To identify the effect of changing a value.
5. Adding sprites - To explain that each sprite has its own instructions.
6. Project design - To design the parts of a Project.
7. Following my design - To use my algorithm to create a program

**OUTCOME/COMPOSITE**

Children will use an algorithm to create a program on ScratchJr

**Art: Exploring through watercolour influenced by Turner**

**PRIOR KNOWLEDGE**

The children have used a range of artistic effects to express themselves in large scale art projects, Christmas crafts.

**INTENT**

To learn about the work of artist, Turner, and create a watercolour scene influenced by his own work. To enjoy using watercolours.

**VOCABULARY**

Watercolour, artist, Turner, coastline

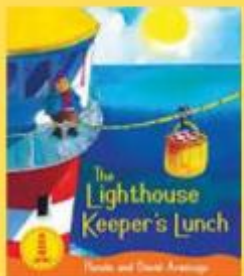
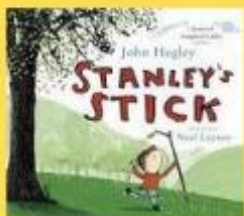
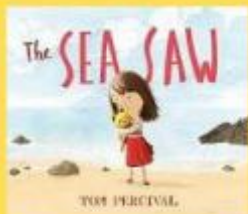
**SEQUENCE OF LEARNING**

1. To watch video on accessart and experiment water colour paints.
2. To research modern artist Turner and look at some of his art work.
3. To paint from observation (Turners artwork) using watercolour paints.
4. To paint in the style of Turner a coastline scene in Newquay (include huers hut or other Newquay landmark).

**OUTCOME/COMPOSITE**

To use watercolours so paint a coastline scene of Newquay in the style of Turner

# KEY TEXT



# CELEBRATIONS AND TRIPS



Padstow Lifeboat  
Centre



Porth Beach



Wellbeing Week



Sports Day



Newquay Sports Network events....

- Beach Games
- Cricket
- Cross Country

# Year 2

Welcome to the Severn Class! Miss Bailey provides a creative, safe and happy environment where children can flourish and grow. There is so much to explore including: The Great Fire of London, Rainforests and Wild Weather.



## Year 2 – Long-term curriculum plan

	Term 1		Term 2		Term 3	
Topic Title	Magical Mapping - London	The Great Fire of London	Rainforests - Kampong Ayer	Communication	Wonderful weather	Toys
<b>Writing (The Literary Curriculum)</b>	<p><b>A Walk in London by Salvatore Rubbino.</b></p> <p>Outcomes: Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry</p> <p><b>Main Outcome:</b> 'A Walk in...' guidebook</p>	<p><b>The Great Fire of London by Emma Adams,</b></p> <p>Outcomes: Persuasive posters, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p> <p><b>Main Outcome:</b> Information booklet</p>	<p><b>Jim and the Beanstalk by Raymond Briggs.</b></p> <p>Outcomes: Narrative re-telling (including dialogue), thought bubbles, informal letters.</p> <p><b>Main Outcome:</b> Sequel story</p>	<p><b>The Day the Crayons Quit by Oliver Jeffers. (Literacy Shed +)</b></p> <p>Outcomes: letters and descriptive writing.</p> <p><b>Main Outcome:</b> Poetry</p>	<p><b>A Cloudy Lesson - The Literacy Shed +</b></p> <p>Outcomes: questions, diary entry, dialogue Narrative, instructions.</p> <p><b>Main Outcome:</b> information poster.</p>	<p><b>Toys in Space by Mini Grey.</b></p> <p>Outcomes: Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions.</p> <p><b>Main Outcome:</b> Own version fantasy world narrative</p>
	<p><b>Ocean Meets Sky by Eric Fan and Terry Fan.</b></p> <p>Outcomes: Setting and character descriptions, labels,</p>	<p><b>Toby and the Great Fire of London by Margaret Nash and Jane Cope. (Literacy Shed +)</b></p> <p>Outcomes: Character description Writing a recount</p>	<p><b>We Are Water Protectors by Carole Lindstrom.</b></p> <p>Outcomes: List poems, non-chronological reports (animals), chronological reports</p>	<p><b>Grandad's Camper by Harry Woodgate.</b></p> <p>Outcomes: Labels, memories poems, interviews, photo album captions,</p>	<p><b>Zahra –The Literacy Shed +</b></p> <p>Outcomes: Questions, expanded Noun phrases, character description, DADWAVERS,</p>	<p><b>Rosie Revere, Engineer by Andrea Beatty (Links to science)</b></p> <p>Outcomes: Short explanations, writing in role, reports, adverts.</p>

	diary entry, postcard, captain's log, instructions, dialogue,  <b>Main Outcome:</b> extended fantasy narrative	<b>Main Outcome:</b> Create an information text.	(life cycles), character descriptions, protest signs  <b>Main Outcome:</b> Environmental campaign.	'Wish you were here' postcards.  <b>Main Outcome:</b> Sequel narrative.	journalistic writing, action sentences, dialogue and narrative opening.  <b>Main Outcome:</b> 3 <sup>rd</sup> person narrative	<b>Main Outcome:</b> Leaflet for a local landmark.
<b>Whole Class Guided Reading</b>	Read Write Inc	Vlad and The Great Fire of London by Kate Cunningham	The Great Kapok Tree by Lynne Cherry	Meercat Mail by Emily Gravett	The Unusual Day	The Invisible Dog by Dick King-Smith
<b>Maths (White Rose)</b>	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position and Direction
<b>History</b>		The Great Fire of London		Communications		Toys
<b>Geography</b>	Magical Mapping - London		Rainforests – Kampong Ayer		Wonderful Weather	
<b>Science</b>	Everyday Materials	Living things and their habitats	Living things and their habitats	Animals including Humans	Plants	Everyday Materials
<b>D&amp;T (Kapow)</b>	Food: A Balanced Diet	Mechanisms: Model of the London eye	Textiles: Pouches		Mechanisms: Making a moving monster	Structures: Baby Bear's chair

# Autumn 1 sequence of learning – Key Stage 1, Year 2



## KEY THEME: Magical Mapping - London

### Science: Everyday materials

#### PRIOR KNOWLEDGE

Children have named different everyday materials and identified some of their uses.

#### INTENT

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use.

#### VOCABULARY

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pushing, pull, pulling, twist, twisting, squash, squashing, bend, bending, stretch, stretching

#### SEQUENCE OF LEARNING

1. Identifying uses – I can identify uses of different everyday materials.
2. Out and about – I can identify and group the uses of everyday materials. I can record my observations.
3. Comparing suitability – I can compare the suitability of different everyday materials.

#### OUTCOME/COMPOSITE

Children complete challenges using their knowledge gathered in the unit. (Build the tallest tower -wood, sponge, straw etc and explain why?)

### Religious Education (RE)

#### PRIOR KNOWLEDGE

Children have explored other important Christian celebrations including Harvest.

#### INTENT

What do Christians believe God is like?

#### VOCABULARY

Christian, God, beliefs, parable, forgiveness love

#### SEQUENCE OF LEARNING

1. I will listen to and retell the story of 'The Lost Son' from the bible and find and recognise a link with the concept of God as a forgiving father.
2. I will learn about Christians and give clear, simple accounts of what it means to be a Christian.
3. I will be able to give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving. For example, by saying sorry, by seeing God as welcoming them back, by forgiving others. We will share our own examples of how we might show forgiveness.
4. I will learn about how Christian's worship God and we will give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
5. I will think, talk, and ask questions about whether we can learn anything from the story for themselves, exploring different ideas.

#### OUTCOME/COMPOSITE

Perform the story of the Lost Son from the Bible.

### Design and Technology (DT): Food – A balanced diet

#### PRIOR LEARNING

Children will have learnt to distinguish between fruits and vegetables and where they grow.

#### INTENT

Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.

#### VOCABULARY

Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria

#### SEQUENCE OF LEARNING

1. To know what makes a healthy diet.
2. To taste test food combinations.
3. To design a healthy wrap.
4. To make a healthy wrap.

#### OUTCOME/COMPOSITE

To prepare a healthy wrap.

**Music: Musical Me****PRIOR KNOWLEDGE**

Children have played untuned instruments following a beat or pulse.

**INTENT**

To understand how dynamics and timbre changes can affect a piece of music.

**VOCABULARY****SEQUENCE OF LEARNING****OUTCOME/COMPOSITE****Geography: Magical Mapping****PRIOR KNOWLEDGE**

Children have studied maps of the UK and can name and locate the four countries and capital cities of the United Kingdom.  
Children have identified key human features including; city, town, village, factory, farm, house, office, port, harbour and shop.

**INTENT**

Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.

**VOCABULARY**

United Kingdom, map, country, capital city, key human features, globe, atlas, continent, ocean

**SEQUENCE OF LEARNING**

1. To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.
2. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.
3. To plan a route in the local area using key vocabulary.
4. To draw a simple sketch map.
5. To use an atlas to find places in the UK and places around the world.
6. To use key words to explain human and physical features.
7. To name and locate the world's seven continents and five oceans in the context of developing map skills.
8. To name and locate the world's five main oceans.

**OUTCOME/COMPOSITE**

Children will have a sound understanding of the UK, its four countries and the surrounding seas.

**PSHE: Being me in my world.  
Who am I and how do I fit?****PRIOR KNOWLEDGE**

Children have learnt about their rights and responsibilities, choices, and consequences and how to make everyone feel safe in their class.

**INTENT**

In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.

**VOCABULARY**

Worries, hopes, fears, belonging, rights, responsibilities, actions, praise, reward, consequence, positive, negative, problem solving, choices

**SEQUENCE OF LEARNING**

1. I can recognise when I feel worried and know who to ask for help.
2. I understand the rights and responsibilities for being a member of my class and school.
3. I listen to other people and contribute my own ideas about rewards and consequences.
4. I can listen to other people and contribute my own ideas about rewards and consequences.
5. I understand how following the Learning Charter will help me and others learn.
6. I recognise the choices I make and understand the consequences.

**OUTCOME/COMPOSITE**

To recognise when I should ask for help and who I could ask. To understand how to work collaboratively, how to listen to each other and how to make my classroom a safe and fair place



## Physical Education (PE): Duel – win - lose

### PRIOR KNOWLEDGE

Pupils will have developed fundamental movement skills. They will be competent and confident when moving in different ways. Pupils will have had a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

### INTENT

Apply fundamental movement skills into team games and developing simple tactics for attacking and defending.

### VOCABULARY

Team, Teamwork, Rules, Travel, Agility, Balance, Coordination, Fair play, Sportsmanship

### SEQUENCE OF LEARNING

1. To recap what Physical Education is and introduce the topic. To be able to participate in team- based warm-up activities.
2. To understand the skills needed to work effectively as a team. Introduction of concept of winning and losing.
3. To work together as a team in small-sided games in line with the rules of the game.
4. To apply skills in small games with an emphasis on how to win, loose, draw respectfully.
5. To understand the concept and play a tournament, by working together in a team in small, sided games using fundamental movements and skills
6. To apply all skills learnt in an end-of-topic tournament. Pupils will reflect on what they did well and what they could improve on.

### OUTCOME/COMPOSITE

Pupils will be able to apply their fundamental movement skills with increased fluency in smallsided team games. Pupils will know what rules are and why rules are important in games. Pupils will be able to identify the feelings associated with winning and losing, they will have a developing understanding of how to win and lose respectfully.

## Computing: Information and technology around us

### PRIOR KNOWLEDGE

Children will know the different parts of a computer and will have developed the basic skills needed to effectively use a computer keyboard and mouse.

### INTENT

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

### VOCABULARY

IT, safety, responsibly,

### SEQUENCE OF LEARNING

1. Internet safety
2. What is IT?
3. IT in school
4. IT in the world
5. The benefits of IT
6. Using IT safely
7. Using IT in different ways

### OUTCOME/COMPOSITE

Children will develop their understanding of technology and how they interact with it. They will be able to identify common features of IT and have a deeper understanding of using technology safely and responsibly

## Art: Artist study - Design and Pattern- Yayoi Kasama

### PRIOR KNOWLEDGE

In Y1 the children have explored mark making using different materials

### INTENT

To learn about the work of a Japanese artist and use her style to create pattern in designs.

### VOCABULARY

Artist, pattern, colour, contrast, decorate, design

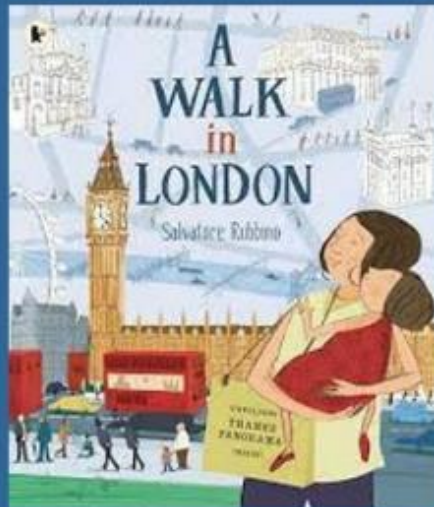
### SEQUENCE OF LEARNING

1. Session 1 look at Yayoi Kasama as an artist and a variety of her work.
2. Create patterns in her style, using vibrant colour (Look at contrast).
3. Apply patterns to everyday objects: use pumpkins and gourds like her examples.
4. Artist visit – Claire Britcliffe
5. Create pictures of Yayoi in Claires style with big sunglasses.
6. Complete the bright coloured pictures as a fusion of the two styles.

### OUTCOME/COMPOSITE

Patterned pictures, Decorated Gourds, Painting of Yayoi Kasama in fusion of styles: Yayoi's and Claire Britcliffe's

# KEY TEXT



## Autumn 2 sequence of learning – Key Stage 1, Year 2



### KEY THEME: The Great Fire of London

#### Science: Living things and their habitats

##### PRIOR KNOWLEDGE

Children will have an awareness of different types of animals and the habitats they live in.

##### INTENT

To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

##### VOCABULARY

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied

##### SEQUENCE OF LEARNING

1. We will learn and understand what a habitat is.
2. We will understand what is living and non-living and what animals and plants live in a woodland habitat.
3. We will explore which animals live in a woodland habitat and learn why animals live in a specific habitat.
4. We will create bug hotels.
5. We will learn about animal adaptations in a habitat and explore why some animals adapt.
6. We will explore plant adaptations in a habitat to help us understand that plants are also living things.
7. We will use our knowledge of animals and plants in a habitat to investigate a mystery habitat, identifying living and non-living things and how living things survive there.

#### Religious Education (RE)

##### PRIOR KNOWLEDGE

Children have explored other important Christian celebrations including Harvest.

##### INTENT

What does it mean to belong to a faith community?  
To compare belonging to a faith community through their expressions of faith, rituals and ceremonies

##### VOCABULARY

Community, symbols, faith, ceremony, belonging, marriage

##### SEQUENCE OF LEARNING

1. I can say a group or community that I belong to and talk about what is special and important about belonging to a group that is important to me.
2. I can recognise symbols of belonging for Christians ...recognise symbols of belonging for Jews or Muslims. I can think about why symbols of belonging matter to believers.
3. I can give an example of how a person from different faiths might show they love people.
4. I will be able to talk about how different faith welcome babies into the world.
5. I will learn how different faiths celebrate the birth of a baby through ceremonies.
6. I will learn how different faiths show belonging through marriage.

#### Design and Technology (DT): Mechanisms

##### PRIOR LEARNING

Children have learned about wheels, axles and axle holders work.

##### INTENT

Design and create a functional model of the London eye, learn how different components fit together so that the wheel rotates and the structure stands freely.

##### VOCABULARY

Design, design criteria, wheel, Ferris Wheel, pods, axle, axle holder, frame, mechanism

##### SEQUENCE OF LEARNING

1. To explore wheel mechanisms and design a wheel.
2. To select appropriate materials.
3. To build and test a moving wheel.
4. To make and evaluate a structure with a rotating wheel

### **OUTCOME/COMPOSITE**

Children will create their own creature and habitat and explain why it lives there.

### **OUTCOME/COMPOSITE**

Make sense of beliefs:

- Recognise that loving others is important in lots of communities.
- Say simply what Jesus and one other religious leader taught about loving other people. Understand the impact:
- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

### **OUTCOME/COMPOSITE**

To design, make and evaluate a functional model of the London Eye

**Music:** Focus on dynamics and tempo

**PRIOR KNOWLEDGE**

Rhythm, musical patterns, melody, tempo, dynamics

**INTENT**

To apply a deeper understanding of dynamics and tempo when listening, creating and performing.

**VOCABULARY**

Dynamics, loud, quiet, tempo, fast, slow

**SEQUENCE OF LEARNING**

1. Sparkle in the sun (part 1) - Understand that the speed of the beat can change, creating a faster or slower pace (tempo) - Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo - Walk in time to the beat of a piece of music or song - Know the difference between left and right to support coordination and shared movement with others - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats - Internalise, keep and move in time with a steady beat in 2/4 time - Copy back rhythms from memory or with notation
2. Sparkle in the sun (part 2) - Listen to the rhythms provided and create a simple rhythmic answer. - Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests - Listen to and copy back two-note melodic patterns using the notes

**History:** The Great Fire of London

**PRIOR KNOWLEDGE**

Children have explored a significant event of the past – the gunpowder plot.

**INTENT**

To understand the events leading up to, and during, the Great Fire of London.

**VOCABULARY**

Timeline, past, present

**SEQUENCE OF LEARNING**

1. I can identify 1666 on a timeline and begin to understand what 17th Century living was like.
2. I understand some of the ways in which we find out about the past.
3. I understand the events of the great fire of London.
4. I can identify some of the reasons why the fire spread so quickly, through making models of a Tudor house.
5. I understand how the fire was stopped and the differences in fire safety then and now by setting fire to our own models.
6. I can explain what happened after the great fire of London.

**PSHE:** Celebrating Difference: Respect for similarity and difference. Anti-bullying and being unique.

**PRIOR KNOWLEDGE**

Children can explain what makes them unique and special and to understand the importance of treating everyone equally regardless of their differences.

**INTENT**

In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

**VOCABULARY**

Similarities, differences, assumptions, shield, stereotypes, boys, girls, special, bully, purpose, kind, lonely, unkind, feelings, sad, help, male, female, diversity, fairness, kindness, unique, friends

**SEQUENCE OF LEARNING**

1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).
2. I understand some ways in which boys and girls are different and accept that this is OK.
3. I understand that bullying is sometimes about difference.
4. I can recognise what is right and wrong and know how to look after myself.
5. I understand that it is OK to be different from other people and to be friends with them.
6. I can tell you some ways I am different from my friends.

C and G (doh and soh) from memory and with notation - Listen to melodic patterns using C and G and create a simple melodic answer, using rhythmic combinations of minims, crotchets, quavers and their rests - Begin to understand the importance of warming up your face, body and voice - Copy back simple melodic patterns using voices (solfa option in settings)

3. Listen (part 1) - Identify the beat groupings in familiar music that they sing regularly and listen to - Learn about, explore and discover the song/piece's musical concepts and style - Understand and describe the meaning of the song/piece and any lyrics, try to use some musical words - Explore where the song/piece fits in the world and why it was written. - What is its style and what instruments can you hear? - If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar
4. Listen (part 2) - Understand the meaning of the song and what it was intended for - Understand the importance of vocal warm-ups - Singing as part of an ensemble or large group is fun, but you must listen to each other - Know that the song has a steady beat - Learn the design/structure of the song - Enjoy singing a solo - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)
5. The orchestra song - Play a part on a tuned instrument by ear or from notation - To rehearse and perform their part within the context of the Unit song - Playing together and everybody keeping the beat - To listen to and follow musical instructions from a leader - Learn to treat instruments carefully and with respect 6. To rehearse and perform one or more of the songs. - Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world - Present what has been learnt in the lesson with confidence - Introduce the performance with an understanding of what the song

#### **OUTCOME/COMPOSITE**

To sing and perform a range of songs including London Bridge and London's Burning- with a deepened understanding of dynamics and tempo.

#### **OUTCOME/COMPOSITE**

To build a Tudor house and recreate the Great Fire of London

#### **OUTCOME/COMPOSITE**

To understand that it is ok to be different. To explain what bullying is, feelings associated with bullying and how and where to get help if I or someone I know is being bullied.

**Physical Education (PE): Inspire – create - perform****PRIOR KNOWLEDGE**

Pupils will have developed and refined fundamental movement skills, including agility, balance and co-ordination through gymnastic activities. Pupils should be able to perform these movements with increased fluency.

**INTENT**

Explore 'moving to music' by responding to a stimuli. Movement sequences will be explored (actions, travel, patterns, and combinations) and applied to music.

**VOCABULARY**

Music, rhythm, timing, count, dance, sequence, actions, travel, 'exploring' theme.

**SEQUENCE OF LEARNING**

1. To know their new topic 'inspire- create – perform'. Pupils will be able to move to music in the warm-up activities.
2. Pupils will use the stimuli of 'Celebrations' and explore different actions and types of travel associated with this.
3. Pupils will understand the term 'choreograph' and they will be able to choreograph a short 'celebration' sequence.
4. Pupils will extend and develop their sequence by introducing pathways.
5. Pupils will use the process of evaluating to improve their own and other performances.
6. Pupils will perform their choreographed sequences to their peers.

**OUTCOME/COMPOSITE**

Pupils will use their fundamental movement skills and apply them in movement sequences in line with the stimuli of 'celebrations'. Pupils will choreograph and perform their sequence to their peers.

**Computing: Programming A – robot algorithms****PRIOR KNOWLEDGE**

Children have explored using commands to programme a floor robot and have begun predicting outcomes.

**INTENT**

This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

**VOCABULARY**

Sequence, outcome, algorithm, debug

**SEQUENCE OF LEARNING**

1. Internet safety
2. Giving instructions - To describe a series of instructions as a sequence
3. Same but different - To explain what happens when we change the order of instructions
4. Making predictions - To use logical reasoning to predict the outcome of a program
5. Mats and routes - To explain that programming projects can have code and artwork
6. Algorithm design - To design an algorithm
7. Break it down - To create and debug a program that I have written

**OUTCOME/COMPOSITE**

To design an algorithm to navigate their robot across an obstacle course, collecting points by covering certain squares and losing points if they hit an obstacle.

**Art Explore and Draw; Drawing skills****PRIOR KNOWLEDGE**

In Y1 children have practiced mark making using a variety of different materials. Children have explored the colour wheel – primary, secondary and tertiary colours.

**INTENT**

In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and represent through drawing. See accompanying PDF <https://www.accessart.org.uk/exploredraw/>

**VOCABULARY**

Continuous line drawing, patterns, sequence, symmetry, pictorial representation, repetition, media, techniques, tactile, digital collage, resist,

**SEQUENCE OF LEARNING**

1. To know that Artists Are Collectors & Explorers: Using sketchbooks if available, introduce children to the idea that artists are often collectors and explorers.
2. To explore and collect: Create "Patterns With Nature". Photograph Your Work. Create "Digital Collages" using this resource.
3. To complete two drawing exercises: Exercise One: Continuous Line Drawing Exercise Exercise Two: Feely Drawings
4. Project: Wax Resist Autumn Leaves: Follow the "Wax Resist Autumn Leaves" resource.
5. Project: Wax Resist Autumn Leaves: Follow the "Wax Resist Autumn Leaves" resource.
6. Reflect, Share, Talk

**OUTCOME/COMPOSITE**

Children will have a collection of drawn and printed images using naturally occurring objects and leaves. This can be used to create a seasonal exhibition of their artwork.

# KEY TEXT





# Spring Term 1 sequence of learning – Key Stage 1, Year 2



## KEY THEME: Rainforests (Kampong Ayer)

**Science:** Living things and their habitats

**Religious Education (RE):** Who is Jewish and how do they live?

**Design and Technology (DT):** Textiles (pouches)

### PRIOR KNOWLEDGE

Children will have an awareness of different types of animals and the habitats they live in.

### PRIOR KNOWLEDGE

Children have explored Christianity and Islam in previous units.

### PRIOR LEARNING

Children have explored different methods of joining fabrics.

### INTENT

To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.

### INTENT

Who is Jewish and how do they live?

### INTENT

Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.

### VOCABULARY

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied

### VOCABULARY

Christians, Jesus, good news, Gospel

### VOCABULARY

Decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread

### SEQUENCE OF LEARNING

To visit a local farm to learn how animals (Cows) obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.

### SEQUENCE OF LEARNING

1. To introduce Jewish beliefs about God as expressed in the Shema.
2. To understand what is precious to Jewish people.
3. To identify what the Mezuzah reminds Jewish people about.
4. To understand how and why Jewish people celebrate Shabbat.
5. To identify some of the stories that Jewish people tell from the Jewish Bible.

### SEQUENCE OF LEARNING

1. To sew a running stitch.
2. To sew a running stitch using a template.
3. To join fabrics using a running stitch.
4. To decorate a pouch using fabric glue or stitching.

### OUTCOME/COMPOSITE

Children will create a video in the style of David Attenborough to describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.

### OUTCOME/COMPOSITE

Retell simply some stories used in Jewish celebrations (e.g., Chanukah).

### OUTCOME/COMPOSITE

To design, make and decorate a fabric pouch for coins.

**Music: West Africa- Call and Response**

**PRIOR KNOWLEDGE**

Children can perform a pattern that gradually gets faster and show their emotions through this piece of music.

**INTENT**

To play either a call and/or response role in time with another pupil.

**VOCABULARY**

Timbre, dynamics, tempo, call and response, rhythm, structure.

**SEQUENCE OF LEARNING**

1. To create short sequences of sound.
2. To copy a short rhythm.
3. To learn a traditional song from Ghana.
4. To create rhythms based on call and response.
5. To add dynamics (volume) to a structure of rhythms.

**OUTCOME/COMPOSITE**

To perform their own composition to a crowd.

**Geography: What a wonderful world  
(Rainforests –Kampong Ayer)**

**PRIOR KNOWLEDGE**

Children can name and locate the world's seven continents with a particular focus on Africa. Children can discuss geographical similarities and differences.

**INTENT**

Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.

**VOCABULARY**

Continent, ocean, equator, map, atlas, globe, journey, location, countries, aerial photographs

**SEQUENCE OF LEARNING**

1. To name and locate the continents and oceans of the world.
2. To locate continents, countries and oceans of the world accurately.
3. To understand key features of the continents of the world.
4. To understand how a journey can be made around the world.
5. To know what a journey line is.
6. To understand the location of hot and cold countries around the world.
7. To locate the continent we live in and describe some of the key features.
8. To observe aerial photographs

**OUTCOME/COMPOSITE**

To understand the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.

**PSHE: Dreams and goals**

Aspirations, how to achieve goals and understanding the emotions that go with this.

**PRIOR KNOWLEDGE**

Children have discussed setting simple goals and how to achieve them.

**INTENT**

In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.

**VOCABULARY**

Realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, learning together, partner, team work, product.

**SEQUENCE OF LEARNING**

1. I can choose a realistic goal and think about how to achieve it.
2. I carry on trying (persevering) even when I find things difficult.
3. I can recognise who I work well with and who it is more difficult for me to work with.
4. I can work well in a group.
5. I can tell you some ways I worked well with my group.
6. I know how to share success with other people.

**OUTCOME/COMPOSITE**

To set realistic goals for myself.  
To discuss perseverance and be able to recognise my strengths as a learner.

## Physical Education (PE): Hands – Feet - Equipment

### PRIOR KNOWLEDGE

Pupils will be able to play small-sided team games in line with the rules.

Pupils will be able to work together as a team and have a developing understanding of what makes a team effective. Pupils will be able to throw and catch with a developing technique.

### INTENT

To combine movement skills (agility, balance and coordination) with ball / object control. Pupils will be able to control an object with increasing confidence. Pupils will be able to dribble and control a ball using their hands and feet.

### VOCABULARY

Movement, Hands –ready, Pivot, Tracking, Handeye coordination, Throw, Catch, Space, Dribbling, Teamwork, Soft Fingers, Win, Lose, Respect, Official, Feet, Toes, Inside and Outside of the foot.

### SEQUENCE OF LEARNING

1. To explore controlling a variety of objects including a scarf, beanbag and balls.
2. To be able to travel whilst throwing and catching a bean bag.
3. To be able to dribble and control a basketball whilst standing still and travelling.
4. To explore controlling objects using their feet. Pupils will be able to move and keep dribble a ball keeping it close to their body.
5. To be able to control and travel with objects whilst under pressure during team challenges.
6. To be able to play a small sided invasion game using a ball in line with the rules of the game. Pupils will continue to explore the principles of 'attack and defence'.

### OUTCOME/COMPOSITE

Pupils will be able to control objects whilst being a static position. Pupils will have a developing skill set of controlling objects whilst moving i.e., dribbling in football and basketball-based activities. Pupils will be able to play small-sided invasion games using a ball.

## Computing: Making Music

### PRIOR KNOWLEDGE

Children have experienced using iPads and laptops and use various programmes including Word, Paint, Scratch Jnr.

### INTENT

Children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digittally. Children will look at patterns and purposefully create music.

### VOCABULARY

Rhythm, Pattern, Notes, Tempo, Digital

### SEQUENCE OF LEARNING

1. Internet safety - Online reputation - I can explain how information put online about someone can last for a long time.
2. How music makes us feel
3. Rhythms and patterns
4. How music can be used
5. Notes and Tempo
6. Creating digital music
7. Reviewing and editing music

### OUTCOME/COMPOSITE

Children will use a computer to purposefully create music (linked to a topic).

## Art: Sistine chapel – Michaelangelo

### PRIOR KNOWLEDGE

Children have used a range of materials creatively to design and make products.

### INTENT

To know about the renaissance art movement and two artists in particular. To understand how art styles have changed over time. To look at the renaissance artists' style and subject matter and produce artwork inspired by their approaches.

### VOCABULARY

Renaissance, develop, movement, sculptor, inventor, representations,

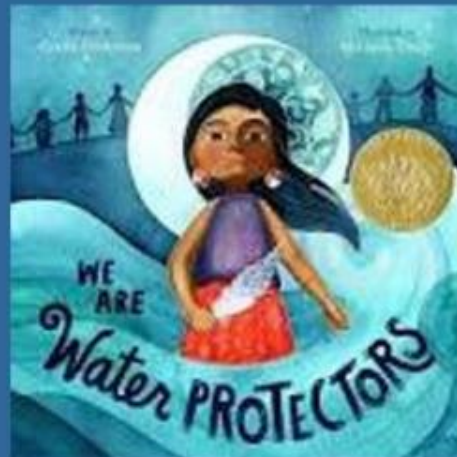
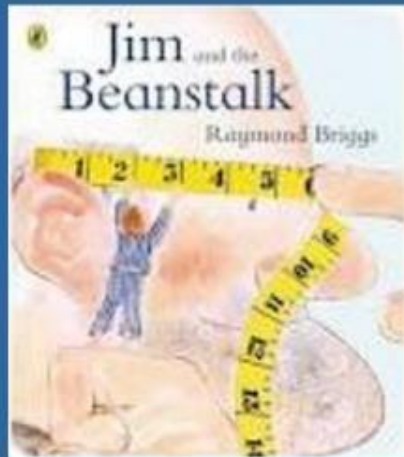
### SEQUENCE OF LEARNING

1. To create a 'Timeline of Art'.
2. To learn about two renaissance Artists called DaVinci and Michelangelo.
3. To mimic the style of Michelangelo's method of painting on the Sistine Chapel ceiling.
4. To explore the different styles of Leonardo DaVinci
5. To recreate Renaissance classics in photos. (Use for Easter Cards)
6. To create a poster summarising what we know about the Renaissance artists.

### OUTCOME/COMPOSITE

Create a collection of images and posters to display that explain the Renaissance. Create printed Easter cards from the photographic recreation of The Last Supper or similar Easter themed renaissance classics.

## KEY TEXT



## CELEBRATIONS AND TRIPS



Dairy Farm



Eden Project

# Spring 2 sequence of learning – Key Stage 1, Year 2



## KEY THEME: Communication

### Science: Animals including humans

#### PRIOR KNOWLEDGE

Children have learned about the different parts of the body and their senses. Children will be able to name and identify a variety of common animals.

#### INTENT

To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### VOCABULARY

Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g., chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g., meat, fish, vegetables, bread, rice, pasta, dairy).

#### SEQUENCE OF LEARNING

1. We will learn that animals, including humans, have offspring, which grow into adults.
2. We will find out about and describe the basic needs of animals, including humans, for survival, exploring why animals and humans need water, food and air.
3. We will learn about and be able to describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans.
4. Then, we will use our knowledge to help us investigate the importance of exercise for humans.
5. We will consider and describe the importance of hygiene for humans.
6. Then, we will perform simple tests to investigate the importance of hygiene. Learning about how soap keeps our hands clean.

#### OUTCOME/COMPOSITE

We will be able to describe and explain what animals, including humans, need to survive.

### Religious Education (RE)

#### PRIOR KNOWLEDGE

Children have learned about other religions including Christianity and Islam.

#### INTENT

Who is Jewish and how do they live?

#### VOCABULARY

Mezuzah, shabbat, Chanukah, miracle

#### SEQUENCE OF LEARNING

1. What is precious to Jewish people?
2. What does a mezuzah remind Jewish people about?
3. How and why do Jewish people celebrate Shabbat?
4. What stories do Jewish people tell from the Jewish Bible?
5. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?

#### OUTCOME/COMPOSITE

Give an example of how some Jewish people might remember God in different ways (e.g., mezuzah, on Shabbat).

### Music: Dynamics, Timbre, Tempo and Motifs

#### PRIOR KNOWLEDGE

Children can select appropriate instruments to use alongside their singing.

#### INTENT

To successfully create and play a motif.

#### VOCABULARY

Soundscape, timbre, dynamics, tempo, motif

#### SEQUENCE OF LEARNING

1. To create a simple soundscape for effect.
2. To listen for and recognise some basic elements of music.
3. To compare two pieces of music.
4. To be able to create short sequences of sound.
5. To be able to create short sequences of sound and perform with accuracy.

#### OUTCOME/COMPOSITE

To perform expressively using dynamics and timbre to alter sounds as appropriate.

## History: Communication

### PRIOR KNOWLEDGE

Children are able to explain the significance of an historical event and how it changed everyday life. Children can explain the sequence of events leading up to a significant event in the past.

### INTENT

To understand how methods of communication have changed over time.

### VOCABULARY

Stamp, printing, telephone, communication, Trans-Atlantic.

### SEQUENCE OF LEARNING

1. Why is he so famous that his face was once on a stamp?
2. How Caxton changed the way books were made.
3. How and why should Caxton be remembered?
4. How did Alexander Graham Bell manage to make a telephone work so long ago and why did he want to?
5. Why was Bell's invention so important, then and now?
6. How has the telephone improved since the days of Bell?

### OUTCOME/COMPOSITE

To visit Porthcurno museum and learn about trans-Atlantic communication.

## PSHE: Healthy me Being and keeping safe and healthy

### PRIOR KNOWLEDGE

Children understand how germs can make them unwell and how to keep themselves clean and hygienic.

### INTENT

In this Puzzle, the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.

### VOCABULARY

Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.

### SEQUENCE OF LEARNING

1. I know what I need to keep my body healthy.
2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
3. I understand how medicines work in my body and how important it is to use them safely.
4. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
5. I can make some healthy snacks and explain why they are good for my body.
6. I can decide which foods to eat to give my body energy.

### OUTCOME/COMPOSITE

To understand the importance of having a healthy relationship with food and why it is good for my body.

## Computing: Digital photography

### PRIOR KNOWLEDGE

This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes

### INTENT

Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

### VOCABULARY

Photograph, capture, editing, landscape, portrait, lighting, effects, digital camera

### SEQUENCE OF LEARNING

1. Internet safety - Health/Wellbeing - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
2. Taking photographs
3. Landscape or portrait?
4. What makes a good photograph?
5. Lighting
6. Effects
7. Is it real?

### OUTCOME/COMPOSITE

Children will capture, edit and improve photographs to display (as part of topic museum).

## Physical Education (PE): Fair – Share - Dare

### PRIOR KNOWLEDGE

Pupils will be able to throw and catch under pressure in small-sided games in line with the rules. Pupils will know how to win and lose respectfully. Pupils will have a developing understanding of the concepts of 'attack and defence'.

### INTENT

To apply fundamental movement skills and handeye coordination in games whilst embedding values such as fairness and respect.

### VOCABULARY

Agility, Balance, Coordination, Throwing, Catching, Dribbling, Teamwork, Leadership, Win, Lose, Respect, Official, Rules

### SEQUENCE OF LEARNING

1. To play 1:1 games which involve winning and losing. Pupils to explore these feelings. Pupils will shake hands at the end of each challenge.
2. To play 2:2 games which involve applying skills, decision making and winning and losing.
3. To play 3:3 games with a focus on playing by the rules and officiating their own games.
4. To play 4:4 games with a focus on rules, teamwork and the principles of attack and defence.
5. To participate in a small-sided tournament, pupils will play to the rules and respond respectfully to the official.
6. To apply all of the skills learnt throughout. Pupils will have a developing ability to evaluate their performances by identifying their strengths and weakness'.

## Art: Michaelangelo and Leonardo Da Vinci : Renaissance artist focus. Cistine Chapel painting

### PRIOR KNOWLEDGE

Children have explored a variety of drawing materials including pencil, wax and charcoal to complete observational drawing. Children have been given time and space to engage with the physical world to stimulate a creative response.

### INTENT

To research Renaissance artists and imitate their work using drawing and paints.

### VOCABULARY

Renaissance, Michaelangelo, Da Vinci, Sistine Chapel, modern, ancient, realistic

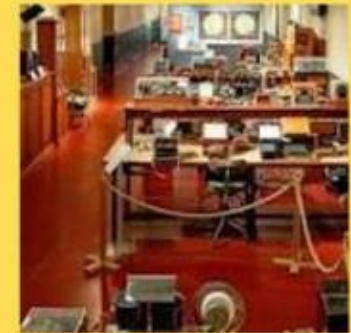
### SEQUENCE OF LEARNING

1. To order and discuss artworks on a timeline.. Sort art into what they think the timeline might be to spark oracy, reasoning and hypotheses in Art discussion. See if children can use any vocabulary eg modern, ancient, realistic, themes etc. Introduce Traditional, modern and contemporary terms.
2. To find out who the Renaissance artists were. Take some examples of renaissance art from the selection in lesson 1 and look at the style. Consider who the artists were. Basic research of lives of Michelangelo and Da Vinci.
3. To imitate a Renaissance artist: Focus on Michelangelo. Sistine Chapel painting : under desks , lying on the floor, children to paint a known scene from Genesis: Adam and Eve, creation or Noah's Ark (RE link) <https://www.littlerunningteacher.com/thesistine-table-painting-like-michelangelo/>
4. To imitate a Renaissance artist: Focus on Da Vinci. Look at Mona Lisa, Last supper and Invention drawings. Focus on his drawings of the helicopter and car. Children draw in his style; imaginative drawings of how a car / computer / bike / aeroplane works. Use pencil on buff sugar paper and go over in brown or ochre colouring pencil to be in his style.
5. To recreate Renaissance classics in photos. Children use props, fabric, layout etc to create The Last Supper for Easter Cards. Tie in with the Easter Story/ RE. Extension; recreate other renaissance pics as photos too.
6. To create a poster about Renaissance artists. Summarising all they have learnt, poster can include timeline, printouts of their Sistine Chapel style paintings, invention drawing and Last Supper recreation with annotations/ speech bubbles for ideas and evaluations.

# CELEBRATIONS AND TRIPS



## Visit from Kernow King



## Porthcurno Museum

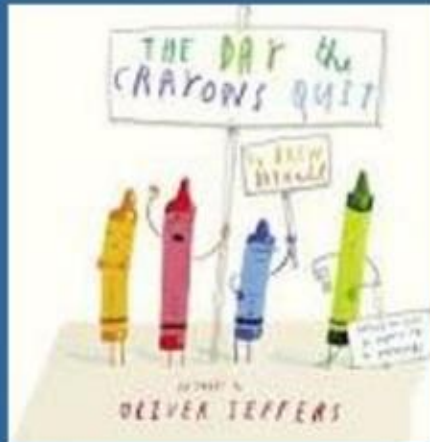
#### OUTCOME/COMPOSITE

Pupils will be able to participate in games and challenges in line with the rules. They will be able to win and lose respectfully, they will be able to identify how other team members may be feeling. Pupils will have a developing ability to officiate simple games.

#### OUTCOME/COMPOSITE

To imitate a Renaissance artist and to create a poster about Renaissance artists.

## KEY TEXT





# Summer 1 sequence of learning – Key Stage 1, Year 2



## KEY THEME: Wonderful Weather

### Science: Plants

### Religious Education (RE): How should we care for others and for the world, and why does it matter?

### Design and Technology (DT): Mechanisms

#### PRIOR KNOWLEDGE

Children will have been taught to name and identify a variety of common, wild and garden plants.

#### PRIOR KNOWLEDGE

Children have explored other religions including Christianity and Islam.

#### PRIOR LEARNING

Children have explored slider mechanisms and the movements they output.

#### INTENT

To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### INTENT

1.9 How should we care for others and for the world, and why does it matter?

#### INTENT

Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving scene. Linked to weather.

#### VOCABULARY

Light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling

#### VOCABULARY

Genesis

#### VOCABULARY

Axle, design criteria, input, linkage, mechanical, output, pivot, wheel

#### SEQUENCE OF LEARNING

1. What do plants need to grow? –To design and set up a test to find out what plants need to stay healthy.
2. What's inside a seed? –To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.
3. Life cycle of a plant –To describe the life cycle of a plant.
4. What do plants need to stay healthy? To explain what plants need to grow and stay healthy.
5. What do plants need to stay healthy? To describe what happens if plants don't get all the things they need.
6. How do plants grow in hot, dry and cold places? To explain how plants are suited to their habitat

#### SEQUENCE OF LEARNING

1. To identify whether Christian, Jewish and non-religious people believe about caring for people.
2. To identify what it means when Christians believe we have spoiled God's great world and Jewish people believe that world is broken.
3. To identify how some religious and non-religious people show that they care for people.
4. To know stories that Christians and Jewish people tell about the beginning of the world and how to treat the world.
5. To identify how we should treat people and the world.

#### SEQUENCE OF LEARNING

1. To look at objects and understand how they move – pivots, levers and linkages.
2. To look at objects and understand how they move – making linkages.
3. To explore different design options.
4. To make a moving scene linked to weather.

#### OUTCOME/COMPOSITE

To grow strawberries (from small plants) and invite parents in for a cream tea picnic using home grown strawberries

#### OUTCOME/COMPOSITE

Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

#### OUTCOME/COMPOSITE

To design, make and evaluate a moving scene

## Music: Myths and Legends

### PRIOR KNOWLEDGE

Children can improvise their use of the instrument.

### INTENT

To create longer sequences of appropriate sounds with voices and instruments.

### VOCABULARY

Beat, compose, composition, dynamics, graphic score, melody, notation, rhythm, structure, pitch, tempo.

### SEQUENCE OF LEARNING

1. To create a rhythm.
2. To show structure on a graphic score.
3. To write a graphic score to show texture.
4. To compose a piece of music with a given structure.
5. To perform a group composition.

## Geography: Wonderful Weather

### PRIOR KNOWLEDGE

Children have looked at the four countries and their weathers in the United Kingdom and studied the world map and location of the seven continents.

### INTENT

Human and physical geography – Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts.

### VOCABULARY

Weather, environment, seasons, hot, cold, forecast

### SEQUENCE OF LEARNING

1. What is Weather? To identify daily weather patterns in the context of the weather of the UK. To understand what the weather is like in our country. To look at the weather where we live.
2. How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK. To understand the different seasons in a year. To describe how the weather can affect us.
3. Forecasting the Weather To identify daily weather patterns in the UK (Weather

## PSHE: Relationships. Building positive, healthy relationships

### PRIOR KNOWLEDGE

Children have discussed their significant relationships and why these are important to them. Children can explain appropriate ways of touch and what to do if someone touches them in a way they dislike.

### INTENT

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.

### VOCABULARY

Family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, appreciate.

### SEQUENCE OF LEARNING

1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
3. I can identify some of the things that cause conflict with my friends.
4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.



Forecasting). To understand what weather forecasts show. To use key words to describe the weather.

4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. To understand the dangers of weather.
5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like.
6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. To use map skills to locate hot and cold places.

5. I recognise and appreciate people who can help me in my family, my school and my community.
6. I can express my appreciation for the people in my special relationships.

**OUTCOME/COMPOSITE**  
To perform their composition accurately, following the structure score.

**OUTCOME/COMPOSITE**  
Children will present their own weather forecast to be shared on tapestry with parents.

**OUTCOME/COMPOSITE**  
Children understand that there are lots of forms of physical contact within a family and what is acceptable and what is not.

## Physical Education (PE): Float – Swim – Be Safe

### PRIOR KNOWLEDGE

Pupils will be able to get changed with increasing independence. Pupils will be able to float (with or without a buoyancy aid). Pupils will be able to kick for 5m (with or without a buoyancy aid)

### INTENT

Pupils will be able to identify dangers associated with the water, they will have a developing understanding of water safety. Pupils will continue to develop and refine swimming strokes.

### VOCABULARY

Safety, safe entry, float, roll over, blow bubbles, goggles, swim hat, towel, help, swim, turn, safe exit, dangers, front crawl, back stroke, butterfly, breaststroke, push and glide, diving, lifeguards, beach flags.

### SEQUENCE OF LEARNING

1. To be able to get changed into and out of swimwear with increasing independence. To be able to enter and exit the pool safely. Swim teachers to assess the swimming ability of pupils.
2. To be able to recognise dangers and hazards at the swimming pool and beach. To be able to verbalise ways to keep safe when near or in the water,
3. To develop swim strokes, looking at the arm and leg actions independently. This can be done with or without a buoyancy aid.
4. To develop swim strokes, looking at the arm and leg actions independently. This can be done with or without a buoyancy aid.
5. To be able to participate in teacher led games to increase water confidence. To be able to verbalise 'float to live', be able to float for 5 seconds.
6. To swim unaided for 5m using recognised arm and leg actions; competently, confidently and consistently. To practice all skills and reflect on the three learning outcomes (distance swimming, stroke development, water confidence and safety).

## Computing: Pictograms

### PRIOR KNOWLEDGE

This unit progresses students' knowledge and understanding of grouping data where learners labelled objects and grouped them based on different properties.

### INTENT

Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

### VOCABULARY

Data, tally chart, pictogram, attribute, block diagram

### SEQUENCE OF LEARNING

1. Internet safety -Privacy and Security - I can explain how passwords are used to protect information, accounts and devices.
2. Counting and comparing – To recognise that we can count and compare objects using tally charts
3. Entering data - To recognise that objects can be represented as pictures
4. Creating pictograms – To create pictograms
5. What is an attribute? - To select objects by attribute and make comparisons
6. Comparing people - To recognise that people can be described by attributes
7. Presenting information - To explain that we can present information using a computer

## Art: Portraiture in the style of Frieda Kahlo

### PRIOR KNOWLEDGE

Children have used a range of materials creatively to design and make products.

### INTENT

To investigate the style of portraits created by Freida Kahlo and use these to portray a member of staff in my class.

### VOCABULARY

Freida Kahlo, Artist, Portrait, observational drawing

### SEQUENCE OF LEARNING

1. Learn about the artist (Use book 'Little People, Big Dreams')
2. Look at Frieda's features and the themes she uses in her paintings. Children do observational drawing of their teacher/ TA (revisit skills from observations drawings taught in Y1)
3. Develop drawings from previous lesson to incorporate accessories (from imaginations – expressive use of imagery) that portray the persons character, plus animals and background too.
4. Apply colour to finished portraits.

#### OUTCOME/COMPOSITE

Pupils will be able to get changed independently. Pupils will be able to swim 5m (with or without a buoyancy aid). Pupils will have a developing understanding of the different swimming strokes and the actions involved in them.

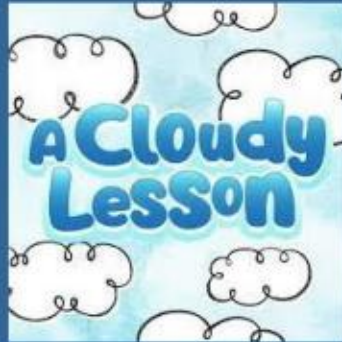
#### OUTCOME/COMPOSITE

Children will collect their own data using a tally chart and present their findings using a pictogram and block diagram using a computer.

#### OUTCOME/COMPOSITE

Portraits exhibited and shared on tapestry.

## KEY TEXT



# Summer 2 sequence of learning – Key Stage 1, Year 2



## KEY THEME: Toys

**Science: Everyday materials**

**Religious Education (RE)**

**Design and Technology (DT): Structures - Baby Bear's chair**

### PRIOR KNOWLEDGE

Children have named different everyday materials and identified some of their uses.

### PRIOR KNOWLEDGE

Children have explored Christianity and Islam in previous units.

### PRIOR LEARNING

Children have explored various structures.

### INTENT

To explore the uses of everyday materials. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### INTENT

Who is Jewish and how do they live (Part 2)?

### INTENT

Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use

### VOCABULARY

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching

### VOCABULARY

Sukkot, Mezuzah, Chanukah

### VOCABULARY

Design criteria, man-made, natural, properties, structure, stable, shape, model, test

### SEQUENCE OF LEARNING

1. I can compare the suitability of different everyday materials.
2. I can explain how the shapes of objects made from some materials can be changed.
3. I can explain the process of recycling.
4. I can tell you about an inventor.

### SEQUENCE OF LEARNING

1. To identify the main beliefs and festivals for Jewish people.
2. To learn about the stories, meanings and what happens at festivals: e.g., Sukkot
3. To identify what the story of Chanukah make us think about.
4. To understand how do Jewish people think about miracles at Chanukah.
5. To consider the importance and value of celebration and remembrance in pupils' own lives.

### SEQUENCE OF LEARNING

1. To explore the concept and features of structures and the stability of different shapes.
2. To understand that the shape of the structure affects its strength.
3. To make a structure according to design criteria.
4. To produce a finished structure and evaluate its strength, stiffness and stability.

### OUTCOME/COMPOSITE

To create a learner guide about an inventor to share with parents.

### OUTCOME/COMPOSITE

Recognise the words of the Shema as a Jewish prayer.

### OUTCOME/COMPOSITE

To make a stable chair for baby bear to sit on (Goldilocks and the three bears).

**Music: Traditional Stories: Orchestral Instruments**

**PRIOR KNOWLEDGE**

To choose appropriate dynamics, tempo and timbre for a piece of music.

**INTENT**

To choose appropriate dynamics, tempo and timbre for a piece of music.

**VOCABULARY**

Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo.

**SEQUENCE OF LEARNING**

1. To listen to and analyse an orchestral version of a traditional story.
2. To listen to and analyse a film musical version of a traditional story.
3. To select appropriate sounds to match events, characters, and feelings in a story.
4. To write a play script and select appropriate musical sounds to accompany it.
5. To perform a story script with accompanying music.

**OUTCOME/COMPOSITE**

To perform expressively and confidently using appropriate instrumental sounds.

**History: Toys**

**PRIOR KNOWLEDGE**

Children can recall the achievements of Caxton and Bell.

**INTENT**

Children to comprehend continuity, change and major changes in many toys and games within living memory.

**VOCABULARY**

Toys, well loved, treasured, Classic, batteries, recyclable, replicas.

**SEQUENCE OF LEARNING**

1. What are toys like today?
2. What are other people's toys like?
3. How can we tell these toys are old?
4. What were our grandparents' toys like and how do we know?
5. Who played with these toys a long time ago?
6. How can we set up a Toy Museum?

**OUTCOME/COMPOSITE**

Have a visitor from Moose Toy company (St Columb) in to talk about toys.

**PSHE: Changing me  
Coping positively with change**

**PRIOR KNOWLEDGE**

Children have looked at the life cycle of a human and how these changes may effect our feelings.

**INTENT**

In this Puzzle, children look at different life cycles in nature including that of humans. They reflect on the changes that occur between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

**VOCABULARY**

Change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy

**SEQUENCE OF LEARNING**

1. I can recognise cycles of life in nature.
2. I can tell you about the natural process of growing from young to old and understand that this is not in my control.
3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.
5. I understand there are different types of touch and can tell you which ones I like and don't like.
6. I can identify what I am looking forward to when I move to my next class.

**OUTCOME/COMPOSITE**

To recognise how my body has changed since I was a baby and understand the different types of touch.

## Physical Education (PE): Strike – React – Rally

### PRIOR KNOWLEDGE

Pupils will be able to strike a football OR throw a ball into a space. Pupils will be able to 'track' the ball with their eyes. Pupils will have a developing ability to co-ordinate their hands and eyes.

### INTENT

Pupils will continue to develop their hand-eye coordination and apply this with their fundamental movement skills so they are able to participate in net and wall games.

### VOCABULARY

Hands ready, tracking, rackets, ball, rallies, hitting, swinging, challenges, teamwork, pairs, scoring.

### SEQUENCE OF LEARNING

1. To have an understanding of what a 'rally' is and be able to identify games which involve rallies.
2. To acquire skills to 'trap and tap' using hand pads and plastic rackets.
3. To be able to hand-feed and hit the ball with a racket.
4. To acquire skills to be able to hit the ball with varying power.
5. To be able to move to strike the ball. Start to attempt rallies.
6. To be able to move the racket from low to high and be able to control the power and direction of the hit.

### OUTCOME/COMPOSITE

Pupils will be able to identify sports that have rallies i.e., tennis, volleyball, table tennis. Pupils will be able to make contact the ball and hit the ball with control and increasing accuracy.

## Computing: Programming B Programming quizzes

### PRIOR KNOWLEDGE

Children have an understanding of instructions in sequences and the use of logical reasoning to predict outcomes.

### INTENT

Children begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, children evaluate their work and make improvements to their programming projects.

### VOCABULARY

Sequence, commands, outcome, design, prediction, evaluate, improve

### SEQUENCE OF LEARNING

1. Internet safety- Managing online information - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
2. Scratch Junior recap - To explain that a sequence of commands has a start
3. Outcomes - To explain that a sequence of commands has an outcome
4. Using a design - To create a program using a given design
5. Changing a design - To change a given design
6. Designing and creating a program - To create a program using my own design
7. Evaluating - To decide how my project can be improved

### OUTCOME/COMPOSITE

Children will create their own quiz questions in Scratch Jr and realise these designs using blocks of code.

## Art: Drawing skills

### PRIOR KNOWLEDGE

A variety of different media can be used for mark making. That pressing harder makes more intense marks. Media can be used to create continual line drawings.

### INTENT

This is a short, standalone unit for pupils to discover the media of charcoal. (2 sessions) DISCOVERING CHARCOAL:  
<https://www.accessart.org.uk/discoveringcharcoal-for-children/>

### VOCABULARY

Charcoal, media, light, shade, shadow, highlight, texture, experiment, continual, apply, layer.

### SEQUENCE OF LEARNING

1. To experiment with a range of methods to layer, mark and shade with charcoal and chalk.
2. To apply charcoal effects to previously learned drawing techniques. (Use the markmaking and the continual line drawing from Autumn term to create some larger scale charcoal drawings of a specified item to be determined by Y2 teacher.)

### OUTCOME/COMPOSITE

Each child to create a larger scale charcoal drawing of an item e.g. school bag / shoe for an end of term exhibition.



# KEY TEXT





## SUPPORTING SEND PUPILS



# Accessing the curriculum

## Ensuring access for pupils with special educational needs

Our curriculum is designed to provide access and opportunity for all children who attend our school. It complies with the requirements set out in the Special Educational Needs and Disabilities (SEND) Code of Practice in providing for pupils with special needs. We will always provide additional resources and support for pupils with special need and our curriculum may be adapted in consultation with parents.

Our SEND Co-ordinator (SENDCo) is part of a CELT-wide SENDCo team, based at the Integrated Health Centre at Newquay Tretherras, and has access to a very wide range of support services and expertise within that team.

We provide an Education and Health Care Plan (EHCP) for each of the pupils on the Register of Need. This will set out the nature of the special need and how we will meet the need. It will also set out targets for improvement. Our SENDCo is responsible for reviewing and monitoring the progress of each pupil at regular intervals and liaising with staff over intervention strategies and catch up arrangements.

Teaching at Newquay Primary Academy is based on the teacher's knowledge of each pupil's level of attainment: a prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEND, we give due regard to information and targets contained in the children's Individual Education Health Care Plans (EHCPs) which are reviewed termly by the SENDCo and monitored by the CELT Strategic Lead for SEND.



# Challenging *more able pupils*

The Department for Education defines 'more able' pupils as those whose progress significantly exceeds age related expectations. We aim to ensure that our more able pupils are sufficiently challenged and have the very highest aspirations from the start.

We use data to identify pupils achieving at a level beyond their peers and make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.

We provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it. More able pupils will study with an older age group, if appropriate, and in the case of Years 5 and 6 will study core subjects with Year 7 students.

At Newquay Primary Academy we use the following teaching and learning strategies:

- Varied and flexible groupings within a year group.
- Vertical grouping across year groups when appropriate.
- Withdrawal of more able pupils for higher level work within small groups.
- Upwards differentiation/extension in schemes of work.
- Teaching thinking, critical skills and attitudes in a subject context e.g. Problem solving, decision making, creativity, inter-personal skills.
- Asking higher order questions which encourage investigation and enquiry.
- Setting clear and challenging targets.
- Enabling pupils to be involved in assessment for learning to evaluate their own work.



# Closing the gap

## Closing the gap for disadvantaged pupils

The Department for Education identifies disadvantaged pupils as those: eligible for Free School Meals or have been in the last six years; Looked After Children (LAC), or those who have previously looked after by the state, but are now adopted or are subject to a special guardianship order, a child arrangements order or a residence order; and children with parents in the armed forces.

It is assumed that these children are disadvantaged in comparison to others because of low family income, little or no family support (LAC) or lots of school moves all of which have been proven to have a negative impact on progress and attainment when compared to others.

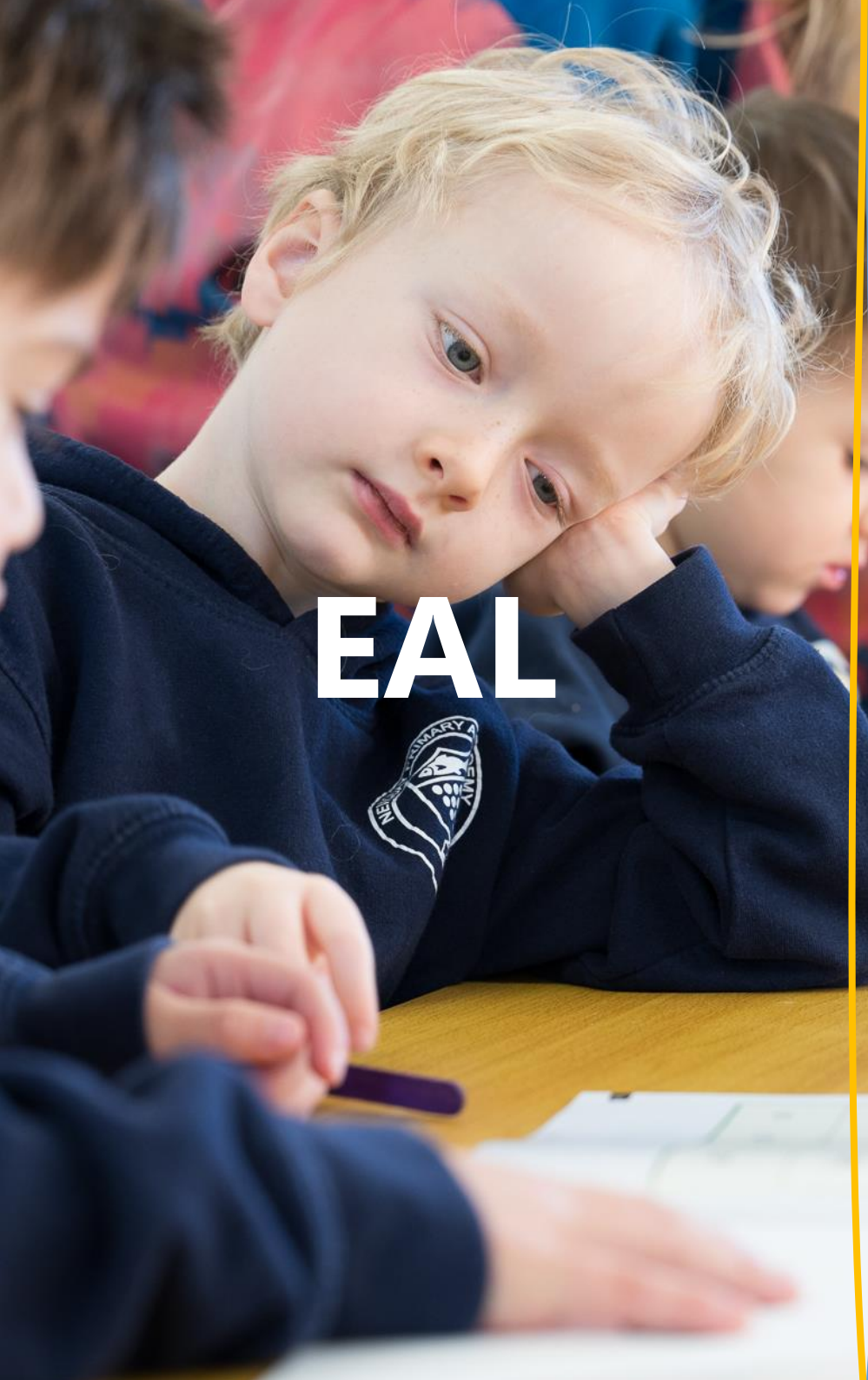
At Newquay Primary Academy the achievement of disadvantaged children is a particular focus for all our staff, and our strong commitment to this is communicated at all levels, both within our communications and recruitment practices.

All disadvantaged pupils will have an individual education plan, setting out the nature of the disadvantage, the support required, the actions to be taken and targets for achievement. Plans are monitored by our Raising Standards Leaders.

Parents have access to a drop in facility at Newquay Tretherras' Integrated Health Centre with our Parent Support Advisor.

We adopt a clear, strategic approach to the use of specific Pupil Premium funding which shows how plans are integrated into wider school support and improvement systems. Strong leadership systems ensure that Pupil Premium funding has the necessary impact. An identified member of our Local Governing Body is linked to the Raising Standards Disadvantaged Leader who is held to account for the impact of spending.

We ensure that disadvantaged pupils are given every opportunity to participate fully in extra-curricular activities and that they are equipped with the necessary strategies and support to overcome barriers to achievement and learning.



EAL

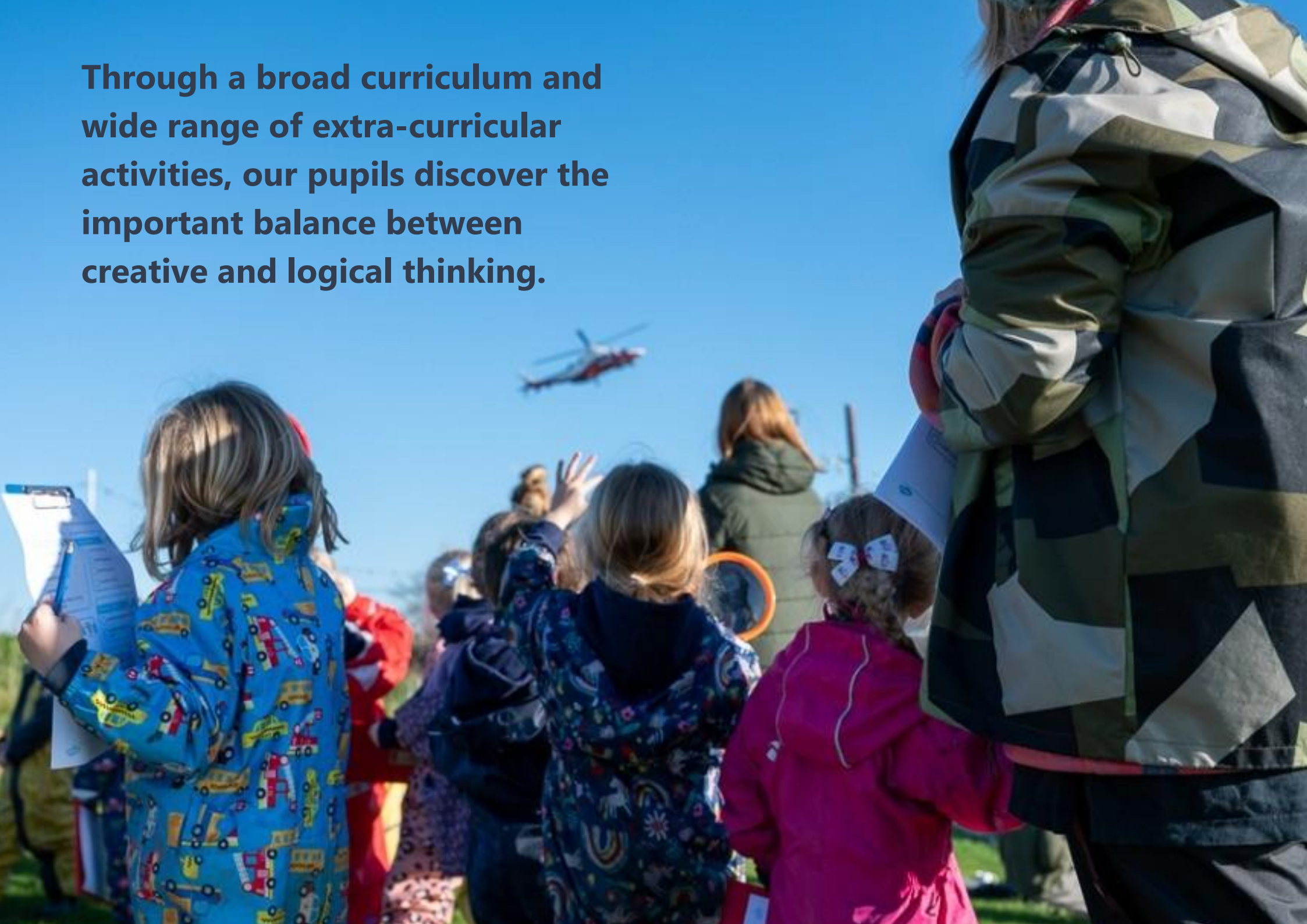
## Supporting pupils for whom English is an additional language

All Newquay Primary Academy staff receive high quality training so that they understand the principles of second-language acquisition and methodology to be able to adapt their lessons accordingly. We also support the parents of our pupils with English as an Additional Language (EAL) pupils by providing a Parent Support Adviser (PSA for family literacy support who will conduct home visits and prepare support plans) so that parents understand how the education system works and how to support their child's education.

EAL pupils have individualised education plans which will be reviewed regularly by the class teacher and Lead Teacher for EAL. When supporting EAL pupils, our staff will:

- Use visuals in the form of pictures, photographs etc. to help learners make sense of new information.
- Use graphic organisers such as tables or grids to help learners organise their thinking.
- Develop interactive and collaborative teaching and learning styles and activities.
- Think about the language demands of the curriculum (oral and written) and provide models.
- Use drama and role play to make learning memorable and encourage empathy.
- Get learners to work with partners or in small groups using the language for a specific purpose rather than out of context.
- Maintain and develop learners' first language alongside improving their English.
- Provide opportunities to talk before writing and use.
- Support language development through key phrases and structures rather than key words.

**Through a broad curriculum and wide range of extra-curricular activities, our pupils discover the important balance between creative and logical thinking.**









Newquay Primary Academy

[www.newquayprimary.net](http://www.newquayprimary.net)

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