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Autumn 1 - The Great Fire of London
Autumn 2 - Fire Safety/Bonfire Night/Christmas
Spring 1 - Digging for Dinosaurs!
Spring 2 - Digging for Dinosaurs!
Summer 1 - Are we there yet?
Summer 2 - Are we there yet?

Autumn 1 - What happened during the Great Fire of London?
Autumn 2 - How can we stay safe around fire? How has being a fire fighter changed since the GFoL?
Spring 1 - What animals evolved from dinosaurs?
Summer 1 - How did flight develop?
Summer 2 - What's the same and what's different about the UK and Australia?

Class: 3 and 4

Trips/Experiences:

Autumn -

Blackberry Walk
Fire Station
Post Santa Letters
Trip to the library
Moonlit walk

Spring -

Newquay zoo

Summer -

Hayle Beach Trip
Snail and the Whale in Hayle Walk

Experts:

Autumn - Adrian - Samuel Pepys

Spring -

Summer - Lifeguard talk on the Beach



Autumn Term



	Literacy	Maths	Understanding	Arts and	PSED	Moving and	Com and	RE	MFL
Magical Autumn	Link sounds to letters - RWI Begin to read	Count reliably with numbers 2D	Who is my family? Past events and	Self portraits, Christmas and winter crafts	Settling in, rules, routines and	Apparatus PD Hall games Pencil grip	My family Likes and dislikes Family	Being special. Why do Christians	Greetings Numbers and colours

English	Maths	Science	Computing	History	PS	Art and Design	Music	DT	MFL	PE
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Year 1	London	Diary writing Fact file Instructions	Place value (within 10 and 20) Addition and subtraction	Everyday materials Seasonal	Popplet - factfile Green scree - house fire	The Great Fire of London Gunpowder Plot	Who made the world? What does it mean to belong to a faith	Bayeux Tapestry: To use drawing, painting: James	Hey You! Rhythm in the way	3 little pigs houses Making	Greeting, colours, numbers Native plants	Gymnastics Invasion
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Year 2	Castle	POR - Leaf POR - Egg Box	Place value Addition and subtraction	Use of everyday materials	Creating a 3D image of a castle	King Henry VIII Events beyond living memory	Who is a Muslim and how do they live? Why does Christmas matter	To use a range of materials creatively to design and make	Hands, Feet, Heart	Design, make and evaluate	Harvest Body parts,	Gym, Dance Invasion
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Year 3	Walk like an	Instructions Story Poetry Fact File	Place value, Addition and subtraction, Multiplication and division	Animals including humans	Code sphero robots	Writing, Gods, Pyramids,	What do Christians learn from the creation story? How do festivals and	Improve their mastery of art and design including drawing, painting and sculpture,	Let your spirit fly	Make Canopic jars	A new start Celebrations	Egyptian dance Football
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Year 4	Conquerors!	Non-chronological report	Place value Addition and subtraction, Measure, Multiplication and division	States of matter	Drawing on iPads	Roman Britain and Vikings	What do Hindus believe God is like? What is trinity?	Improve their mastery of art and design including drawing, painting and sculpture,	Mama Mia	Design, make evaluate	My school, your school Local area,	Gymnastics Horkey
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Year 5	Who let the	Diary entry Story setting	Place value Addition and subtraction, Statistics, Multiplication and division,	Living things and their habitats Properties of	Research Greek Gods	Greeks Stone age	What does it mean to be a Muslim in Britain?	Improve their mastery of art and design including drawing, painting and sculpture,	Live in a prayer Classroom	Greek food	My school Where I live Ymas	Football Gym Handball
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Year 6	Wartime Britain	Diary writing Poetry Letter writing	Place value Addition, subtraction,	Living things and their habitats Animals	History of computing	A study of war in British	Why do Hindus want to be good?	About great architects, artists and designers in history,	Happy Classroom	Wartime food	Everyday life Where I live,	Handball Play leader
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What is History?

History is the study of the past. It helps us understand how things have changed over time and why the world is the way it is today.

What qualities does a historian have?

Respectful, curious, investigative, resilient, imaginative.

What do I already know?

- I can talk about lives of people around them and their roles in society.
- I know some similarities and differences and past and now.
- I understand the past through books read in class.

Tier 3 Vocabulary

diary - a book in which someone keeps a daily record of events and experiences.





drought - a long time of having dry weather

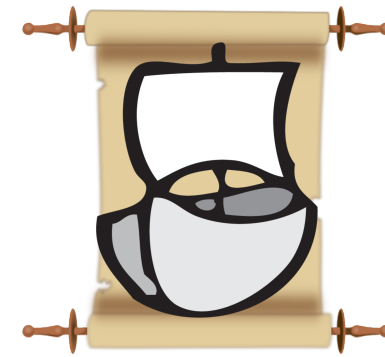
ember - a small piece of burning or glowing coal or wood in a dying fire

flammable - easily set on fire

HISTORY

London's Burning

Knowledge Concept	As a historian, I can...	Enquiry Question and Knowledge
	<ul style="list-style-type: none"> Use a timeline to develop chronological language eg past, present, older, newer Describe significant people from the past Describe and discuss historical events beyond living memory Develop understanding of changes within living memory eg toys, homes, transport 	<p>How long did the fire last? Why do we celebrate bonfire night? What is Remembrance Day?</p> <p>The fire started on Sunday 2nd September 1666 and finished on Wednesday 5th September 1666.</p>
	<ul style="list-style-type: none"> Ask some questions about the past 	<p>What were firefighters like from the past? Who was Frank Bailey?</p> <p>Frank Bailey was the first black firefighter in the United Kingdom.</p>
	<ul style="list-style-type: none"> Use artefacts, pictures, stories and online sources to find out about the past Be introduced to different representations of the past and discuss similarities and differences 	<p>Who was Samuel Pepys?</p> <p>Samuel Pepys wrote a diary about the Great Fire of London and buried it with cheese and wine to preserve</p>
	<ul style="list-style-type: none"> Use historical vocabulary eg past, present, long ago, timeline 	<p>What was London like in the past and what's it like now? Why did the fire spread so quickly?</p> <p>Houses were made from timber and the wind made the fire spread quickly.</p>



What equipment will help me?

- Stories
- Sources
- Timelines
- Artefacts
- Photos
- Objects
- Accounts

Wider Thinking (Diversity/ Inspirational people)

What were firefighters like from the past?
 Who was Frank Bailey?

Key Question? (Assessment question)

What happened during the Great Fire of London?

writing

Week One: The Colour Monster

What makes me happy, what makes me sad.
Colour Monster thought bubbles sheet.

Week Two sequence of teaching:

Three Little Pigs - acting, sequences, simple sentences

Week Three sequence of teaching:

Three Little Pigs - description adjectives nouns

Week Four sequence of teaching:

Blackberry walk - describe senses

Week Five sequence of teaching:

Questions for a fire fighter and Fire Safety
Question marks, conjunction and/ or

Week Six sequence of teaching:

Great Fire of London - sequencing events

Week Seven sequence of teaching:

Recount - walk to the library

Autumn 1 - London's Burning!

Handwriting

Forming simple sentences using capital letters, full stops and finger spaces.

Capital Letters for I and Proper Nouns

Question Marks

Sentences starters

Nouns and adjectives



READING

Books / Talk Through stories:

The Colour Monster, Katie in London, Ruby's Worry, The Real Story of the Three Little Pigs, The Scarecrows Wedding, Vlad and the Great Fire of London, Patten's Pumpkin The Twits



History - GFOL

Compare London past/present then/now
Explore the GFOL - sources/ objects/ ask questions

Historical Figure - Samuel Pepys

Black History Month - Rosa Parks

Geography -

Explore 4 UK countries and capital cities
Use aerial photographs human and physical features

Explore 4 UK countries and capital cities



Everyday Materials

Investigation - washing hands bread experiment
Material hunt around the school name and properties
Sort materials - plastic, wood, glass, water, rock
Sorting materials - sorting hoops
Man-made or natural material sorting
Seasonal changes - autumn to winter welly walk

Art/DT

Self-Portraits

Water colours - experimenting and blending

Fiery water colour backgrounds

Black card GFOL silhouettes

Artist Study - Kara Walker - Silhouettes



RE

Creation - Who made the World?

Harvest

PSHE

Jigsaw - Being Me in My World

MFL

Greetings, Colours & Numbers

Colour by numbers



Pic Collage - Science - Materials



**Multi-Skills
Orienteering**

writing

Week one sequence of teaching:

Firework Patterned Poems
Nouns, adjectives, verbs suffix -ing, simple sentences, read, edit, perform

Week two sequence of teaching:

Remembrance Day

Week three sequence of teaching:

Recipe for a good friend
Prefix un-, time connectives, imperative verbs, simple sentences, read work, edit

Week four sequence of teaching:

Little Red Riding Hood
Sequence, plan to innovate and re-tell the story with exclamation marks and question marks

Week five sequence of teaching:

Letter to Father Christmas - post
Plural nouns s/es, conjunction and, apostrophes for omission (I've), conjunction because, read writing, edit writing

Week six sequence of teaching:

Father Christmas - comparing using -er -est

Week seven sequence of teaching:

Where would Father Christmas visit in the UK/ the world apostrophe for omission

Autumn 2 - London's Burning!

Forming sentences using capital letters, full stops and finger spaces.
Using conjunctions to extend sentences - because and Question marks
Vowels and Consonants - lesson starters
Nouns, adjectives and verbs/ imperative verbs
Time connectives, Commas in a list.
Suffix -er, -est, -ing, prefix un-
Apostrophes for omission I've I'm



Books / Talk Through stories:

That Rabbit belongs to Emily Brown, Poppy and the Blooms, Kindness Grows, Something Else, Oops, Traction Man, Stickman

The Twits
Season poems



History - Great Fire of London

Fire Fighter Visit

Comparing a fire fighter past/present
Questions to a fire fighter
Remembrance Day/ bonfire night

Historical Figure - Frank Bailey (The first black firefighter in the UK)

Geography: 4 UK countries and capital cities
Christmas Around the World - continents



Everyday Materials

Weather associated with autumn and winter
Seasonal changes autumn to winter welly walk
Investigation - sink of float best material to make a boat to escape London
Seasonal changes - welly walk
Investigation - Waterproof - best material for Father Christmas' sack to keep the presents dry



Art

Artist Study - Georgia O'Keeffe - Poppies

GFOL Junk model and burn
Mark Making fireworks
Expressing ourselves through shape and watercolours
Christmas Cards & Woodwork Decorations

RE - Christianity

What does it mean to belong to a Faith Community?
The Christmas Story - sequencing
Comparing Traditional / Non Traditional Christian Christmas Traditions
Chris-tingles

PSHE

Jigsaw – Celebrating Differences

MFL

Bonfire Night and Christmas



MFL

Bonfire Night & Christmas



Green Screen with GFoL - book Paul

Fire Safety Poster

Poplet - Fact file about GFoL



Invasion Games

Gymnastics



Year 1 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 1 Term: Autumn Topics: London's Burning!

 <p>Speaking, Listening & Writing</p>	<p>Make your own puppets/masks etc of the characters in 'The 3 Little Pigs'.</p> <p>Retell /puppet show the story to your family with expression!</p>	<p>Write down words that rhyme with: pig, house, huff, sticks</p>	<p>Create a new character who might appear in The 3 Little Pigs. Write a description and some things they might say.</p>	<p>Samuel Pepys hid his cheese during the Great Fire of London. What item would you hide and why?</p>	<p>Make a time-capsule to bury in your garden. Write a letter for the future to bury in it.</p>
 <p>Problems, Science & Maths</p>	<p>Build a lego house for the three little pigs. Estimate how many brick you will use and then count to check.</p>	<p>Design and make a house with a waterproof roof. Explain your choice of materials.</p>	<p>Collect materials from around the house and put them in a feely bag. Take turns to describe the materials with your adult.</p>	<p>Draw a pig using only shapes. Label the shapes.</p>	<p>Have a bath and take different objects (chosen by your adult) to explore with will float and which will sink.</p>
<p>Art & Design</p> 	<p>Eco Challenge: Go on a nature walk. Collect items to make an art masterpiece representing the Great Fire of London (houses/fire etc).</p>	<p>Roll a Pig: Write the numbers 2-12 and draw a pig body part next to each one. Use 2 dice to roll and draw your pig.</p>	<p>Design an alternative house (not straw, wood or bricks) for the 3 Little Pigs to keep them safe from the Big, Bag Wolf.</p>	<p>Create a picture of the Great Fire of London. You could use paint, pencils or chalk. What colours will you use to draw the fire?</p>	<p>Eco Challenge: Write a list of all of the plastic you use around the house. Is there anything you could swap or reuse to help the environment?</p>
<p>Constructing & Creating</p> 	<p>Use spaghetti / straws /sticks / match sticks and marshmallows to build a house for the 3 little pigs.</p>	<p>Use some recycled materials from home to junk model a home for the 3 Little Pigs. Take a photo and write a description.</p>	<p>Imagine you are working in Thomas Farriner's bakery on Pudding Lane. Bake something yummy to show what you would sell. Remember to take photos before you tuck in!</p>	<p>Draw a picture of a house from 1666 - what will it look like? What would it be built from?</p>	<p>Which materials build the strongest towers? Research this and decide!</p>

writing

Week One sequence of teaching:

Launch Week
Egg Questions
First Assessment Write

Week Two sequence of teaching:

Dear Dinosaur - Letter Writing

Week Three sequence of teaching:

Suffix Week - Learning a different suffix each day and about root words.

Week four sequence of teach

We're going on a dinosaur hunt
Learn the original story and adapt it to write our own about a dinosaur hunt.

Week five sequence of teaching:

Goldilocks and the 3 Bears/Dinosaurs
Traditional Tales
Story Mountains

Week six sequence of teaching:

Which dinosaur is the most fierce?
Mind Maps
Fiction/Non-Fiction Books
Note Taking
Debating
Days of the Week SPaG

Week seven sequence of teaching:

Who am I?
Riddles
Nouns/Adjectives
Question Marks

Spring 1 - Digging for Dinosaurs

Capital letters, finger spaces and full stops
Adjectives/ nouns
Suffix -er and -est
Exclamation marks
Question marks
Conjunctions -
English starter - name letters in the alphabet



Books / Talk Through stories:
Saturday Night at the Dinosaur Stomp
Dear Dinosaur
The Girl and the Dinosaur



Geography

Go back in time -
imagine UK covered in forest, rivers and lakes.

History

What do we know about dinosaurs?

Mary Anning - Lyme Regis

Explore fossils

Compare life during dinosaurs with modern life



Ourselves, Animals and Other Living Things

Explore the 5 senses
Explore the 5 senses/ Seasonal Welly Walk
Draw and label the basic parts of the human body
Draw and label the basic parts of the human body
Identify and name a variety of animals - carnivores
Identify and name a variety of animals - herbivores
Identify and name a variety of animals - omnivores
Scientists: Louis R. Purnell (the first African American palaeontologist).



Artist Study - Georges Seurat

Pointillism - Dinosaur Art
Dinosaur shadow drawing
Draw with Rob
Design a dinosaur
Matchstick dinosaurs on black card

RE

Who is Jewish and how do they live?

PSHE

Jigsaw – Dreams and Goals

MFL

Dinosaurs



Beebots and Programming

Poplet - plants

iPads for trip of Hayle



Dance

Health related exercise

writing

Week One sequence of teaching:

World Book Day - The boy, the mole, the fox and the horse
Character Descriptions
Story Comparison - Vs traditional tales
Using 'because' to explain
St Piran's Day

Week Two sequence of teaching:

Recipe Writing
Imperative Verbs
Key vocabulary in a recipe
Writing our own recipes for making pancakes.

Week Three sequence of teaching:

Dinosaur Adventures - Using our Senses to write
I can see
I can hear
I can smell
I can taste
I can touch
Full sentences and conjunctions to extend sentences.

Week four sequence of teach

Pie Corbett Story Sequence
Imitation - Story Maps
Innovation - Story Sequencing
Invention - Writing our own versions
SPaG - Prefixes & Plurals

Week five sequence of teaching:

Non-Chronological Reports
SPaG Suffixes

Week six sequence of teaching:

Poetry Week
Acrostic, Shape, Cinquain, List and Is poems

Spring 2 - Digging for Dinosaurs

Capital letters, finger spaces and full stops
Suffix -ing and -ed
Exclamation marks
Adjectives
Conjunctions -
English starter - name letters in the alphabet



Books / Talk Through stories:
Mr Wolf's Pancakes,
Never Show a T-Rex a Book
Stone Girl Bone Girl



Geography

Identify endangered animals in the world

History

Extinction of the dinosaurs
Extinction of animals
Endangered animals



Ourselves, Animals and Other Living Things

Identify and name common fish - describe structure
Identify and name common amphibians - structure
Identify and name common reptiles - describe structure
Identify and name common birds - describe structure
Identify and name common mammals - structure
Sort fish, amphibians, reptiles, birds, mammals into groups -
compare the structure of the animals
Scientists: Tamesha Allen (zoologist).



Artist Study - Georges Seurat

Playdough dinosaurs
Dinosaur diorama
Easter cards and art

RE

Who is Jewish and how do they live?

PSHE

Jigsaw – Healthy Me

MFL

Dinosaurs



Beebots and Programming

Poplet - plants

iPads for trip of Hayle



Invasion

Gymnastics



Year 1 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 1 Term: Spring Topics: Digging for Dinosaurs

Speaking, Listening & Writing 	<p>Invent a new dinosaur and write a description about it. Use adjectives and scientific vocabulary to describe its appearance, diet, habitat etc.</p>	<p>Make a dinosaur fact-file of your favourite dinosaur. You could use the headings: appearance, diet, habitat</p>	<p>Create a list of foods a herbivore dinosaur might eat if they were alive today. Challenge: Use commas in a list.</p>	<p>Write instructions on how to look after a pet dinosaur!</p>	<p>Computing: Online RWI Phonics lessons. Teach your monster to read.</p>
 Problems, Science & Maths	<p>Research the real-life length of dinosaurs and their footprints. Draw them outside using chalk and then measure them with a ruler.</p>	<p>Draw and label a picture of a dinosaur. Research the different body parts that a dinosaur might have (e.g. horns!) so that you can label them all successfully.</p>	<p>Research characteristics of carnivores/herbivores. Draw/label a picture of each type of dinosaur. E.g. sharp teeth on carnivores. Challenge: Explain why they have these characteristics .</p>	<p>Research dinosaurs and make a dinosaur time-line.</p>	<p>Computing: Have a go at coding using the free Beebot App</p>
Art & Design 	<p>Draw a picture of the world when dinosaurs were alive and the world today. Explain the similarities and differences to your adult.</p>	<p>Use fruit/food to make an edible dinosaur portrait.</p>	<p>Make a dinosaur skeleton. Using cotton wool buds /match sticks / sticks / pasta etc.</p>	<p>Think about what you already know of Pointillism. Can you create a dinosaur picture in this way?</p>	<p>Eco-Challenge Research an animal that is close to being extinct (like the dinosaurs). What can we do to save it?</p>
Constructing & Creating 	<p>Create a 3D dinosaur model using junk materials.</p>	<p>Create your own dinosaur dance, exploring the many ways dinosaurs moved. Can you name the movements? Ask your adult to film it to share with the class.</p>	<p>Using Salt dough, create some dinosaur bones/fossils. Bury them in sand/mud and using a paint/pastry brush to dig them up like an archaeologist.</p>	<p>Create a menu for a dinosaur restaurant. Think about different options for carnivores/herbivores.</p>	<p>Make a dinosaur hat. Share a photo on Showbie and let your friends guess which dino you are.</p>

What is Geography?

Geography is exploring the world and where we live.

What qualities does a geographer have?

- Curious
- Accurate
- Patient

What do I already know?

- We live in Cornwall
- England is the United Kingdom
- The weather and land around the world can change in different places.
- There are lots of different countries in the world.





Tier 3 Vocabulary

Country
Equator
Continent
Climate
Ocean
Destination
Journey
Currency
Habitat



Are we there yet?



Knowledge Concept	As a geographer, I can...	Enquiry Question
	<ul style="list-style-type: none"> • Know names of 7 continents and 5 oceans • Name four countries of the UK and their capital cities. 	Where on earth are we?
	<ul style="list-style-type: none"> • Talk about similarities and differences between area of UK and non-European area 	<p>What physical features can I find in Australia?</p> <p>What human features can I find in Australia?</p>
	<ul style="list-style-type: none"> • Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain • Talk about daily weather and seasonal weather patterns in the UK • Find hot and cold areas in world using atlases 	<p>What can I find in Hayle?</p> <p>What's the climate like in Australia?</p>
	<ul style="list-style-type: none"> • Start to use world maps, atlases and globes • Begin to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], • Use aerial photographs and plan perspectives to recognise • Draw simple maps eg of school grounds 	Which way do I need to go?

What equipment will help me?

Maps
Data
Graphs
Stories
Samples
Images

Wider Thinking (Diversity/ Inspirational people)

Amelia Earhart
Barrington Irving - youngest pilot to fly around the world.

Key Question? (Assessment question)

What would you see if you were in a plane, flying from Cornwall to Australia?

writing

Week One sequence of teaching:

St George's day

Week Two sequence of teaching:

Instructions - make a jam sandwich for our journey

Week Three sequence of teaching:

Snail and the Whale in Hayle

Week four sequence of teaching:

Snail and the Whale in Hayle

Week five sequence of teaching:

Literacy Shed - Little Boat

Summer 1 - Are we there yet?



Suffixes - ed, er, est
s, es - for plural noun

Name the letters of the alphabet in order

Year 1 common exception words

Dictation



Artist Study - Alfred Wallis - St. Ives

Boat Art

Sculpture - sand (on trip)

DT - Cooking

RE

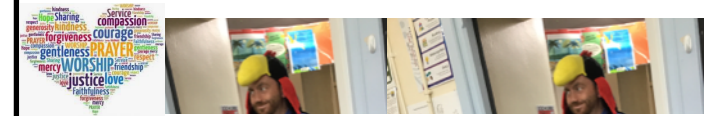
What do Christians believe God is like?

PSHE

Jigsaw – Relationships

MFL

Sea creatures



Geography -

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Hayle

Simple field work and observational skills to look at school grounds - human and physical features

Devise a simple map in Hayle

Use simple compass directions N, S

History -

St George's Day



Plants and Seasonal Changes

Grow our own plant experiment

Identify and name common/ wild p

Describe the basic structure of a flower

Identify and name deciduous and evergreen trees

Identify and name common trees - seasonal welly walk



Striking and fielding

Athletics

writing

Week One sequence of teaching:

In my balloon I will take poem

Week Two sequence of teaching:

Letter to Amelia Earhart

Week Three sequence of teaching:

Australian traditional tale - Tiddalik

Week four sequence of teaching:

Australian traditional tale - Tiddalik

Week five sequence of teaching:

Wombat goes walk about

Week six sequence of teaching:

Fact file about Australia

Week seven sequence of teaching:

Fact file about Australia

Summer 2 - Are we there yet?



Suffixes - ed, er, est

s, es - for plural noun

Name the letters of the alphabet in order

Year 1 common exception words

Dictation



Geography -

Know differences and similarities (human and physical) between a small area of the UK and a small area of a contracting non-Europe country - Australia?

History -

Explore the history of flight

Amelia Earhart

Seaside holidays now and then

**Experience sea paddle



Plants and Seasonal Changes

Grow beans - keep a diary

Describe the basic structure of tree

Collect data using table or bar chart

Plant cress seeds in alternatives to soil

Season's tree

Record data each morning on a weather chart for a week



Artist Study - Alfred Wallis - St. Ives

Boat Art

Sculpture - sand (on trip)

DT - Cooking

RE

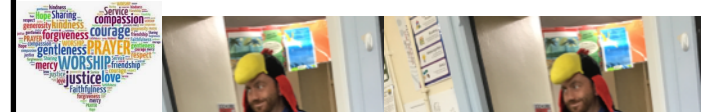
How should we care for the world?

PSHE

Jigsaw – Changing Me

MFL

Sea creatures



iMovie - Trip around Hayle
Pic Collage - Trip around Hayle

Google Expedition - Australia



Invictus games






Tennis (Net and Wall)



Year 1 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 1 Term: Summer Topics: Are we there yet?

 <p>Speaking, Listening & Writing</p>	<p>Play the alphabet game to list countries or Food: A = Australia B = Belgium C = Cuba</p>	<p>Memory game: I went on holiday and in my suitcase I packed: Suncream. I went on holiday and in my suitcase I packed: Suncream and a hat etc.</p>	<p>Visit the library: Read some non-fiction books about plant. Write down 5 new facts that you have learnt.</p>	<p>Go on a bug hunt. Write descriptive sentences about the mini-beasts you find. Can you include adjectives and verbs?</p>	<p>Explore your garden or a local park/forest. Write a senses poem of what you can see/hear/smell/feel.</p>
 <p>Problems, Science & Maths</p>	<p>Create a world map with either the food eaten or animals found on each continent. Label the 7 continents and 5 oceans.</p>	<p>Make your own shop with your toys with labels etc. Explore adding the items up to buy them and working out the change needed.</p>	<p>Keep a seed growing diary, measuring and recording daily.</p>	<p>Estimate and then explore how many seeds (or other non-standard units) your handprint/footprint will take to fill.</p>	<p>Design your own litter picker/container from recycled materials and go on a beach clean.</p>
 <p>Art & Design</p>	<p>Draw a picture of you on in your dream holiday destination. Challenge: Write sentences explaining why.</p>	<p>Beach Sculpture. On your next beach trip, use the sand to sculpt something and take a photo for your class.</p>	<p>Plan, draw/make your dream garden. Explain its features to your adult.</p>	<p>Make a repeating pattern, using fruit and vegetables to print with (paint).</p>	<p>Eco Challenge: Leaf rubbings. Explore different patterns and texture through leaf rubbing.</p>
 <p>Constructing & Creating</p>	<p>Pick a country of your choice and have a party with your family to celebrate that country. Cook food/make flags/listen to music etc.</p>		<p>Create the world using materials found at home. E.g. melt crayons, bake cupcakes with food colouring, slime, play dough etc.</p>	<p>Create your own song about plants.</p>	<p>Eco Challenge: Can you make an upcycled/or recycled plant pot and then plant something in it?</p>

2020-21	Topic	PSHE	Rhyming	Teacher's Choice	Class favourites
Autumn 1 Autumn 2 London's Burning	<ul style="list-style-type: none">*Vlad and the Great Fire*The Three Little Pigs*<u>Mr Wolf's Pancakes</u>*The real story of the wolf and the three little pigs*<u>Clever Polly and the Stupid Wolf</u>*Oops*The Wolf is Coming*Pattan's Pumpkin*<u>Pumpkin Soup (PDF)</u> <i>Non-Fiction Books</i>	<ul style="list-style-type: none">*The Day the Crayons Quit*Elmer*Paper Dolls*Something Else*Giraffe's can't dance*Tiddler*<u>Ruby's Worry</u>*<u>If all the world were...</u>*<u>Rainbow Fish</u>*<u>That Rabbit belongs to Emily Brown</u>*<u>Gorilla</u>	<ul style="list-style-type: none">*<u>Stick Man</u>*Room on the Broom*Zog*Tiddler	<ul style="list-style-type: none">*Santa comes to Cornwall*Percy Pengelly and the wibble wobble*<u>Toys in Space</u>*The Great Cream Robbery*<u>Man on the Moon</u>*Lost in the toy museum*<u>The Storm Whale</u>*<u>The Night Pirates</u>	<ul style="list-style-type: none">*Farmer Duck*We're going on a bear hunt*<u>Peace at last</u>*The Hungry Caterpillar*<u>The Tiger Who Came to Tea</u>*<u>Chocolate Cake</u>*Traction Man
Spring 1 Spring 2 How does your garden grow?	<ul style="list-style-type: none">*<u>Where the Wild things are</u>*The Emperor of Absurdia*Jack and the Beanstalk*Jim and the Beanstalk*The Tiny Seed*<u>The Little Gardener</u>*Greta and the Giants (Library)*<u>Tree</u>*<u>Grandad's Secret Giant</u> <i>Non-Fiction Books</i>				
Summer 1 Digging for Dinosaurs	<ul style="list-style-type: none">*Tyrannosaurus Drip*Dinosaurs Love Underpants*<u>Funny Bones</u>				
Summer 2 Are we there yet?	<ul style="list-style-type: none">*<u>The Lighthouse keeper's lunch</u>*<u>Paddington</u>*The Snail and the Whale*Lila and the Secret of Rain*<u>The Giant Jam Sandwich</u>*<u>We build our homes</u>*<u>Anna Hibiscus</u>*<u>Zeraffa Giraffe</u>*<u>One day, so many ways</u> <i>Non-Fiction Books</i>				

Yr 1 Reading:

1. Use their phonics to decode words
2. Respond speedily with the correct sound of 40+ graphemes and know the alternatives.
3. Read accurately by blending sounds in unfamiliar words
4. Read words containing suffixes -s, -es, -ing, -ed, -er and -est
5. Read common exception words
6. Read words of more than one syllable
7. Read words with contractions and understand what the apostrophe represents.
8. Read aloud accurately books that are consistent with my phonic knowledge
9. Re-read books to build up my fluency and confidence in word reading.

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Grammar:

1. Know what nouns and adjectives are and use them accurately.
2. Can recognise vowels and consonants.
3. Know regular plural nouns - s, es, e.g. dog, dogs.
4. Beginning to use a variety of sentence openers e.g. One day, In the afternoon ,
5. Join words and sentences using the conjunctions and, because, but, or.
6. Recognise how suffixes change the tense of a verb e.g. helping, helped
7. Know how the meaning of a word changes when the prefix un- is added, e.g. unhappy.
8. Beginning to understand this differences between past and present tense.

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Comprehension:

1. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
2. Develop pleasure in reading and am familiar with key stories, fairy and traditional tales, can retell them and consider their particular characteristics.
3. Encouraged to link what they've read or heard to their own experiences.
4. Becoming familiar with key stories, fairy stories and traditional tales, retelling them.
5. Join in with predictable phrases.
6. Develop pleasure in reading, rhymes and poems, and recite some by heart.
7. Understand the significance of the title and events
8. Make inferences on the basis of what is being said and done
9. Predict what might happen on the basis of what has been read so far
10. Participate in discussion about what is read to them, taking turns and listening to what others say.
11. Explain clearly their understanding of what is read to them.
12. Beginning to draw on what they already know and use vocabulary provided but the teacher.
13. Check the text makes sense to them and correct when reading inaccurately.

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Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing; untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Spelling:

1. Spell words using speed sounds cards set 1
2. Spell words using speed sounds cards set 2
3. Spell words using speed sounds cards set 3
4. Correctly spell the year 1 common exception words
5. Spell the days of the week.
- 6 Name the letters of the alphabet in order
7. Use the spelling rule of adding -s or -es to make the plural of a noun
8. Add the prefix -un
9. Add -ing, -ed and -er to verbs where no change is needed to the root word: hunter, hunted, hunting
10. Add suffix -er and -est to adjectives where no change is made to the root word; grander, grandest
11. Write from memory simple sentences dictated by the teacher.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

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Handwriting:

1. Sit correctly at a table holding a pencil correct and comfortably
2. Begin to form lower case letters in the correct direction starting and finishing in the right place
3. For capital letters
4. Form digits 0-9
5. Understand which letters belong to which families and to practise these.

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Composition:

1. Say out loud what they are going to write about.
2. Composing a sentence orally before writing it
3. Sequence sentences to make a short narrative
4. Re-read their writing to check it makes sense
- 5 Discuss their writing with their teacher and peers
6. Read aloud their writing confidently so it can be heard

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Punctuation:

1. Leave spaces between words
2. Join words and clauses using 'and'
3. Beginning to use capital letters and full stops consistently
4. Beginning to use ? and ! in my writing
5. Use capital letters for people, places, days of the week and 'I'. mostly correctly
6. Identify where capital letters and full stops are missing within sentences.
7. Use commas for a list.
8. Beginning to recognise how apostrophes are used for omission

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Maths Y1 Place value:

Count to and across 100 forwards and backwards from any given number.

Count, read and write numbers to 100 in numerals.

Read and write numbers from 1 to 20 in words

Compare and order numbers to 100 and use \lt and $=$

Begin to recognise the place value of any 2 digit number

Identify and represent numbers using objects, pictures including a number line

Identify one more and one less.

Use the language of equal to, more than, less than (fewer), most and least.

Count in 2, 5 and 10s from zero

Addition and subtraction:

Read, write and interpret mathematical statements sums using $(+)$, $(-)$ and $(=)$ signs.

Recall and use my number bonds and related subtraction facts to 20

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve missing number problems

Solve addition and subtraction one-step sums using objects and pictures

Multiplication and division:

I can solve one-step division problems using concrete objects, pictorial representations and arrays with the support of the teacher.

I can solve one-step multiplication problems using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions and decimals:

Recognise, find and name a half of an object, shape or quantity.

Recognise, find and name a quarter of an object, shape or quantity.

Position and Direction:

Describe position, direction and movements including whole, half, quarter and three quarter turns.

Geometry:

Recognise and name 2-D shapes (using properties)

Recognise and name 3-D shapes (using properties)

Measurement:

I can measure and begin to record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, capacity (ml/l)

I can compare and order, solve problems lengths, mass and volume/capacity/time

I can sequence events in chronological order using language.

I can recognise and use language relating to dates, including days of the week, weeks, months and years.

I can tell the time to the hour and half past and draw the hands on a clock face to show these times.

I can show I know the number of minutes in an hour and the number of hours in a day.

I can recognise and know the value of different of coins and notes and make an amount



Identify and name a variety of common wild and garden plants, including deciduous and evergreen.

Describe the basic structure of flowers, plants and trees

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Describe and compare the structure of a variety of common animals.

Draw and label the basic parts of the human body including the associated senses

To distinguish between objects and the material it is made from

Identify and name a variety of everyday materials including wood, plastic, glass, water and rock

Observe changes across 4 seasons

Observe and describe weather associated with the seasons and how day length varies.



Describe similarities and differences between aspects of life in different periods.

Describe changes in living memory, where appropriate they should reveal aspects of change in national life.

Describe the lives of significant individuals in the past who have contributed to national and international achievements.

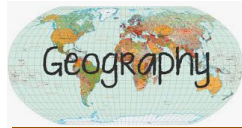
Describe events from living memory that are significant nationally or globally.

Describe significant historical events, people, places in their own locality.



Can build a structure and explore how to make it stronger, stiffer and more stable.

Use and begin to know the basic principles of a healthy and varied diet.



Name the world's 7 continents and 5 oceans.

Name the 4 countries and capital cities of the UK and its surrounding seas.

Know differences and similarities (human and physical) between a small area of the UK and a small area of a contrasting non-European country.

Use geographical vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.



Understand that an algorithm is a set of clear and simple instructions.

Recognise common uses of information technology beyond school.

Understand how to use age-appropriate technology safely, knowing where to go for help if it is needed.



DRAWING- Understand that thoughts, feelings and emotions are expressed through drawing.

SCULPTURE- know that surfaces have a feeling to the touch- texture.

PAINTING/PRINTING- Know that paintings are usually made with brushes but can be made in other ways.

MATERIALS/ TEXTILES/Pattern- Understand that a collage is an arrangement of different materials.

GREAT ARTISTS, ARCHITECTS & DESIGNERS- Know about a range of artists, craft makers and designers describing the differences and similarities and making links with their own work.



What can go into bodies and how it can make them feel.



Identify the beat of a tune

Recognise changes in timbre, dynamics and pitch.

Experiment with, create and select sounds using their knowledge of interrelated dimensions of music.



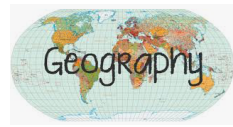
Physical health and wellbeing: food, being active, sun safety

Identity, society and equality: what makes them special, roles in the home/school, being co-operative

Mental Health and emotional wellbeing: different types of feelings, managing different feelings, change/loss anyhow this can feel

Keeping safe and managing risks: Personal safety, people who keep them safe.

My money: where money comes from, making choices about spending money, saving money, different jobs



Ask simple questions relevant to the area of study

Observing closely using simple equipment.

Perform simple tests

Use simple features to identify and compare objects

Use their observations and ideas to suggest answers to questions

Gather and record simple data to help in answering questions

Sequence few events or objects in chronological order: using simple sequencing photos.

Use vocabulary linked to passing of time – old and new.

Use a range of sources to find out characteristic features of the past e.g. stories, eyewitnesses.

Sort artefacts “then” and “now” – how we know.

Begin to describe similarities and differences in artefacts and objects e.g. changes in homes.

Begin to identify some of the different ways in which past is represented: songs, stories, pictures, artefacts, voice recordings, and simple written documents.

To ask and answer questions related to different sources and objects.

Use world maps, atlases and globes to identify the UK and its countries.

Use simple compass directions (N, S, E and W) and locational and directional language e.g. near and far to describe the location of objects.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

To devise a simple map.

Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human physical features of its surrounding environment.

COMPUTING

Using human robots and Beebots, children can create and run simple programs.

Spot where their algorithm has gone wrong, beginning to 'debug' simple programs.

Use technology to create simple digital content across the curriculum.

Use a range of technologies safely, asking for help whenever there is a concern.

Design purposeful, functional or appealing products.

Generate and communicate design ideas through talking, drawing, mock-ups templates.

Use tools and equipment safely to perform practical tasks such as cutting and joining.

Use a range of materials and components, including construction materials, textiles and ingredients.

Explore and evaluate products and ideas.

Prepare healthy dishes.

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

EVALUATE- Can describe my art work and my thoughts and feelings about it.

Create a series of long and short sounds

Clap rhythms

Create a mixture of different sounds.

Choose sounds to create an effect.

Sequence sounds to create an overall effect

Create short, musical and rhythmic patterns.

Sing accurately following a melody.

Follow instructions on how and when to sing or play an instrument.

Begin to use technology to create music.

Make controlled long and short sounds, using voice and instruments.

Imitate changes in pitch.

Play tuned and untuned instruments musically.

Make simple instruments and play them.



Discuss ways to stay healthy and identify healthy foods.

Respond to simple questions.

Explain own views and listen to the views of others.



Progression of skills: PHYSICAL EDUCATION

Evaluation:

Watches and describes performances accurately.

Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.

Make suggestions on how to improve their work, commenting on similarities and differences.

Athletics

Can run at different speeds.

Can jump from a standing position

Performs a variety of throws with basic control.

Dance

Copies and explores basic movements and body patterns

Remembers simple movements and dance steps

Links movements to sounds and music.

Responds to range of stimuli.

Gym

Copies and explores basic movements with some control and coordination.

Can perform different body shapes

Performs at different levels

Can perform 2 footed jump

Can use equipment safely

Balances with some control

Can link 2-3 simple movements

Games

Can travel in a variety of ways including running and jumping.

Beginning to perform a range of throws.

Receives a ball with basic control

Beginning to develop hand-eye coordination

Participates in simple games

Outdoor Adventurous Activities

Heathy Lifestyles

Can describe the effect exercise has on the body

Can explain the importance of exercise and a healthy lifestyle.

Understands the need to warm up and cool down.