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## Class: 3 and 4

### Trips/Experiences:

**Autumn** -  
Blackberry Walk  
Fire Station  
Spooky Dress Up Day  
Cinema trip - Into Film - PSHE  
Bonaer Care Home - Singing / Post Santa Letters  
RE / Computing - St Elwyn's Church Walk

**Spring** -  
Eden Project  
Vet trip  
Plant Walk

**Summer** -  
Godolphin - Senses  
St Ives Beach Trip  
Geogrpahy/Computing Hayle Walk

**Experts:**  
**Autumn** - Adrian - Samuel Pepys

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 is the structure of a plant? What are the different kinds of common/wild plants?  
Spring 2 - What is the structure of a tree? What are the different types of tree? How do trees change over the year?  
Summer 1 - What kinds of dinosaur were there? What did they eat? How did they live?  
Summer 2 - Are all countries in the world like England?



### Magical Me!

### Literacy

Link sounds to letters - RWI  
Begin to read

### Maths

Count reliably with numbers 2D and 3D shapes

### Understanding of the world

Who is my family? Past events and traditions

### Arts and design

Self portraits. Christmas and winter crafts

### PSED

Settling in, rules, routines and expectations,

### Moving and handling

Apparatus PD  
Hall games  
Pencil grip

### Com and language

My family  
Likes and dislikes  
Family traditions

### RE

Being special.  
Why do Christians perform Nativity plays at Christmas?

### MFL

Greetings  
Numbers and colours

### English

### Maths

### Science

### Computing

### History

### RE

### Art and Design

### Music

### DT

### MFL

### PE



### Londons Burning

Diary writing  
Fact file  
Instructions  
Letter Writing

Place value (within 10 and 20)  
Addition and subtraction

Everyday materials  
Seasonal changes

Poplet - factfile  
Green scree - house fire  
Pic collage - church

The Great Fire of London  
Gunpowder Plot

Who made the world?  
What does it mean to belong to a faith community?

Bayeux Tapestry:  
To use drawing, painting: James Patterson

Hey You!  
Rhythm in the way we walk

3 little pigs  
houses  
Making bread

Greeting, colours, numbers  
Bonfire night  
Xmas

Gymnastics  
Invasion  
Multi skills



### Castles

POR - Leaf  
POR - Egg Box  
DragonDragon

Place value Addition and subtraction  
Measurement/money

Use of everyday materials

Creating a 3D image of a castle

King Henry V111  
Events beyond living memory

Who is a Muslim and how do they live?  
Why does Christmas matter to Christians?

To use a range of materials creatively to design and make products.

Hands, Feet, Heart  
Ho Ho Ho

Design, make and evaluate model of a Tudor house.

Harvest  
Body parts, Halloween

Gym, Dance  
Invasion



### Walk like an Egyptian

Instructions  
Story  
Poetry  
Fact File  
Persuasive text

Place value, Addition and subtraction,  
Multiplication and division

Animals including humans

Code sphero robots  
Use Tinkercard

Writing, Gods, Pyramids, Tutankhamen

What do Christians learn from the creation story?  
How do festivals and family life show what matters to Jewish people?

Improve their mastery of art and design including drawing, painting and sculpture.

Let your spirit fly  
Glockenspiel

Make Canopic jars  
Healthy menu  
Build pyramids

A new start  
Celebrations

Egyptian dance  
Football  
Swimming



### Conquerors!

Non-chronological report  
Story writing

Place value Addition and subtraction, Measure, Multiplication and division

States of matter

Drawing on iPads  
Online safety

Roman Britain and Vikings

What do Hindus believe God is like?  
What is trinity?  
Christmas

Improve their mastery of art and design including drawing, painting and sculpture.

Mama Mia  
Glockenspiel 2

Design, make evaluate shields.

My school, your school  
Local area, xmas

Gymnastics  
Hockey  
Swimming



### Who let the Gods out?

Diary entry  
Story setting

Place value Addition and subtraction, Statistics, Multiplication and division.

Living things and their habitats  
Properties of materials

Research Greek Gods  
Online safety

Greeks  
Stone age

What does it mean to be a Muslim in Britain?  
Was Jesus the Messiah?

Improve their mastery of art and design including drawing, painting and sculpture.

Living on a prayer  
Classroom Jazz1

Greek food

My school  
Where I live  
Xmas

Football  
Gym  
Handball  
Swimming



### Wartime Britain

Diary writing  
Poetry  
Letter writing

Place value Addition, subtraction, Multiplication and Division, Fractions

Living things and their habitats  
Animals including humans

History of computing  
Online safety

A study of war in British history

Why do Hindus want to be good?

About great architects, artists and designers in history.

Happy Classroom Jazz2

Wartime food

Everyday life  
Where I live, xmas

Handball  
Play leader training  
Parkour

# London's Burning!



## What should I already know?

- \* It happened in the past – a long time ago.
- \* The fire was an accident.
- \* Houses were made of wood in those days.
- \* London is the capital city of England and the UK.

Vocabulary	Meaning	Knowledge Facts
Diary	A book that people write a daily record of events and experiences.	The fire started in Thomas <u>Farriner's</u> bakery on Pudding Lane.
Drought	A prolonged time of very low rainfall, leading to a shortage of water supplies.	Samuel Pepys kept a diary about the Great Fire of London. He buried it with cheese and wine to preserve it.
Ember	A small piece of burning or glowing coal or wood in a dying fire.	The fire started on 2 <sup>nd</sup> September 1666 and lasted for 4 days. It burnt over 13,000 homes and 87 churches.
Flammable	Something that is easily set on fire.	There had been a <u>10 month</u> drought in London.
Narrow	Close together / small width.	<b>Websites to Research</b>
Prevention	An action of stopping something happening.	<a href="https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39">https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39</a>
Extinguish	Put a fire out.	<a href="http://www.fireoflondon.org.uk/game/">http://www.fireoflondon.org.uk/game/</a>
Escape	Break free / get out.	<a href="https://www.bbc.co.uk/newsround/37222884">https://www.bbc.co.uk/newsround/37222884</a>
Charred	Burnt or blackened from fire.	<a href="https://www.youtube.com/watch?v=SPY-hr-8-M0">https://www.youtube.com/watch?v=SPY-hr-8-M0</a>

# writing

Friday's - Fresh-air Friday's (outdoor learning)

## Week One: The Colour Monster

What makes me happy, what makes me sad.  
Colour Monster thought bubbles sheet.  
Zone of Regulation.  
First, Next, Finally photos for English Wall.

## Week Two sequence of teaching:

Explore Great Fire of London - questioning and wonderings  
Question marks, simple sentences, reading writing, editing

## Week Three sequence of teaching:

Great Fire of London - sequencing events  
Nouns and adjectives, simple sentences

## Week Four sequence of teaching:

Great Fire of London - sequencing events  
Nouns and adjectives, simple sentences, reading and editing work

## Week Five sequence of teaching:

Three Little Pigs -  
Acting, text map, sequences, simple sentences

## Week Six sequence of teaching:

Three Little Pigs -  
Story mountain, simple sentences, reading and editing work

## Week Seven sequence of teaching:

Three Little Pigs - Wanted Poster  
Nouns, adjectives, question marks, simple sentences, read and edit writing.

Spooky Dress up Day Last week of term.

## 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



### 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, Pattan's Pumpkin  
The Twits



### History - GFOL

Compare London past/present then/now

Explore the GFOL - sources/ objects/ ask questions

Samuel Pepys

Black History month

### Geography -

Explore 4 UK countries and capital cities

Use aerial photographs human and physical features



### Everyday Materials

Investigation - washing hands bread experiment

Material hunt around the school name and properties

Beach walk/ clean sort materials - plastic, wood glass, water, rock

Sorting materials - sorting hoops

Man-made or natural material sorting

Transparent, translucent and opaque sorting

Seasonal changes - autumn to winter welly walk



## Art/DT

Self-Portraits & One Black Dot



Tracing London - Then and Now

Autumn Tree Paintings

GFoL House Collage

International Day of Peace

Baking Bread

**Artist Study - Pablo Picasso** - Portraits

**Artist Study - Yayoi Kusama**: Japanese

## RE

Creation - Who made the World?



Harvest

## PSHE

Welcome to school

International Day of Peace - 21st Sept

The Colour Monster

One Black Dot

Emergencies - Calling 999 - Role Play & Poster

## MFL

Greetings, Colours & Numbers

Colour by numbers



Pic Collage - Science - Materials



## Multi-Skills

## Gymnastics

# writing

## Week one sequence of teaching:

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

## Week two sequence of teaching:

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

## Week three sequence of teaching:

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

## Week four sequence of teaching:

Instructions - to make bread (imperative verbs)  
Time connectives, commas in a list, imperative verbs, simple sentences, read work, edit

## 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 Travelling Information pack  
Commas in a list, conjunction but

## Week seven sequence of teaching:

Write a Christmas list - commas in a list  
Write Christmas cards - capital letters for proper noun  
Compare presents using -er and -est  
Nouns and adjectives linked to Christmas  
Apostrophes for omission suffix -ing - In the Christmas holiday I'm going

## 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



## 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 or 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

# Creative

## Art

Artist Study - Kandinsky - Shape art  
Poppies Art - Remembrance Day

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

People who care for us  
Rights, Responsibilities and Respect  
Pantosaurus - NSPCC - Poster  
Debate - 3 Little Pigs

## MFL

Bonfire Night and Christmas



## COMPUTING

Green Screen with GFoL - book Paul  
Fire Safety Poster  
Poplet - Fact file about GFoL

## Invasion

Apparatus - 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 1 Topics: London's Burning!

<b>Speaking, Listening &amp; Writing</b> 	Make your own puppets/masks etc of the characters in 'The 3 Little Pigs'. Retell /puppet show the story to your family with expression!	Write down words that rhyme with: pig, house, huff, sticks	Create a new character who might appear in The 3 Little Pigs. Write a description and some things they might say.	Samuel Pepys hid his cheese during the Great Fire of London. What item would you hide and why?	<b>Computing:</b> Teach your monster to read.															
<b>Problems, Science &amp; Maths</b> 	Build a lego house for the three little pigs. Estimate how many brick you will use and then count to check.	Design and make a house with a waterproof roof. Explain your choice of materials.	Collect materials from around the house and put them in a feely bag. Take turns to describe the materials with your adult.	Draw a pig using only shapes. Label the shapes.	<b>Computing:</b> Explore 'Mathletics' at home. <a href="https://login.mathletics.com">https://login.mathletics.com</a> (See home-learning books for login details).															
<b>Art &amp; Design</b> 	<table border="1"><tr><td>2</td><td>8</td><td>11</td></tr><tr><td>3</td><td>9</td><td>10</td></tr><tr><td>4</td><td>10</td><td>12</td></tr><tr><td>5</td><td>11</td><td>11</td></tr><tr><td>6</td><td>12</td><td>9</td></tr></table>	2	8	11	3	9	10	4	10	12	5	11	11	6	12	9	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.	Design an alternative house (not straw, wood or bricks) for the 3 Little Pigs to keep them safe from the Big, Bad Wolf.	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?	<b>Eco Challenge:</b> 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?
2	8	11																		
3	9	10																		
4	10	12																		
5	11	11																		
6	12	9																		
<b>Constructing &amp; Creating</b> 	Use spaghetti / straws / sticks / match sticks and marshmallows to build a house for the 3 little pigs.	Use some recycled materials from home to junk model a home for the 3 Little Pigs. Take a photo and write a description.	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!	Draw a picture of a house from 1666 - what will it look like? What would it be built from?	Which materials build the strongest towers? Research this and decide!															



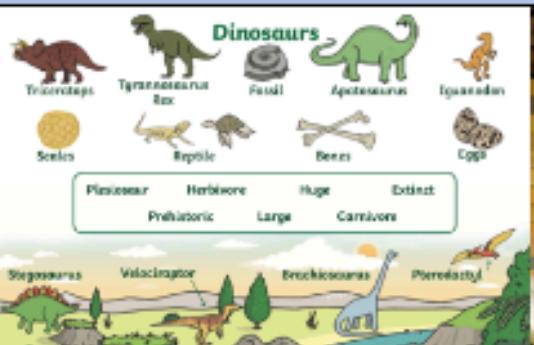
## Year 1 Home Learning Challenges

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### Year: 1    Term: Autumn 2    Topics: London's Burning!

<b>Speaking, Listening &amp; Writing</b> 	<p>Write a description of your home. Remember to use capital letters, finger spaces and full stops. <b>Challenge:</b> Commas in a list.</p> <p>Imagine that everything in the world was made of paper. Would we still be able to use everything? Think of some examples of items that wouldn't work!</p> <p>Make a time-capsule to bury in your garden. Write a letter for the future to bury in it.</p> <p>Choose an Autumn/Bonfire/Halloween/Christmas poem to learn and perform to an adult with actions <b>Challenge:</b> Can you write your own?</p> <p><b>Computing:</b> Teach your monster to read. Read, Write, Inc. phonics videos.</p>
<b>Problems, Science &amp; Maths</b> 	<p>Have a bath and take different objects (chosen by your adult) to explore with will float and which will sink.</p> <p><b>Eco Challenge:</b> Become an 'eco-warrior' and help your parents sort the family rubbish into material groups for recycling.</p> <p>What is the fastest way to make an ice-cube melt? Record your experiment.</p> <p>How many times can you fold a piece of paper in half? Predict and then explore.</p> <p><b>Computing:</b> Mathletics</p>
<b>Art &amp; Design</b> 	<p>Make a Great Fire of London style lantern for your bedroom!</p> <p><b>Eco Challenge:</b> Go on a nature walk. Collect items to make an art masterpiece representing the Great Fire of London (houses/ fire etc).</p> <p>Design and make Christmas cards, decorations etc.</p> <p>Halloween/Autumn/Christmas art of your choice. (Pinterest has some great ideas).</p> <p>Beach/Garden/Forest art: Can you recreate a burning house out of natural materials?</p>
<b>Constructing &amp; Creating</b> 	<p>Can you build a tower in your garden and record each day if it has stayed standing throughout the different weather? Explain your choice of materials.</p> <p>Bonfire Night Link: Create a rocket made from recycled materials.</p> <p>Make houses/buildings looking like ones from the Great Fire of London time, for us to burn in school.</p> <p>Pretend you work in Thomas Farriner's bakery - Bake some bread with your adult. <b>Challenge:</b> Write the recipe.</p> <p>Design and create a bird feeder in your garden, for the winter robins. List which materials you used and why.</p>

# Digging for Dinosaurs



## What should I already know?

- \* Dinosaurs are extinct – they no longer exist
- \* Dinosaurs came in different shapes and sizes
- \* Simple dinosaur species' – Diplodocus, T-Rex, Stegosaurus

Vocabulary	Meaning	Knowledge Facts
Herbivore	An animal that feeds on plants.	Dinosaurs lived 65 million years ago. The word dinosaur comes from Greek – it means “terrible lizard!”
Carnivore	An animal that feeds on other animals/meat.	There were 700 different species of dinosaur – some carnivores, some herbivores and some omnivores. Some dinosaurs could fly, some could swim and some walked.
Omnivore	An animal that eats both plants and meat.	All dinosaurs were reptiles and they all laid eggs to have their young.
Reptile	Dry, scaly skinned animals that lay eggs as their young.	Dinosaurs are now extinct; this means that there are no more dinosaurs alive. We often find dinosaur bones deep <u>underground</u> , these are called fossils.
Extinct	Family or species with no living members.	
Fossil	Remains or impressions of a prehistoric plant or animal embedded and preserved in rock.	
Species	A group of similar animals/organisms.	<a href="https://www.bbc.co.uk/bitesize/topics/zdp4382/articles/znc3y9q">https://www.bbc.co.uk/bitesize/topics/zdp4382/articles/znc3y9q</a>
Prehistoric	A period in time before written records.	<a href="https://www.nhm.ac.uk/discover/when-did-dinosaurs-live.html">https://www.nhm.ac.uk/discover/when-did-dinosaurs-live.html</a>
Meteorite	A piece of rock or metal that has fallen to the earth's surface from outer space.	<a href="https://www.thedinosaurmuseum.com/dino-facts">https://www.thedinosaurmuseum.com/dino-facts</a> <a href="https://www.bbc.co.uk/cbeebies/curations/dinosaur-facts">https://www.bbc.co.uk/cbeebies/curations/dinosaur-facts</a> Andy's Dinosaur Adventure

# 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



# Creative

Artist Study - Georges Seurat  
Pointillism - Dinosaur Art

Dinosaur shadow drawing  
FAF - Dinosaur stick creation  
Sculpture - Mud Roc volcanoes

## RE

Who is Jewish and how do they live?

## PSHE

We all have feelings  
Good and Not too Good Feelings

## MFL

Dinosaurs



## 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



Beebots and Programming

Poptoe - plants

iPads for trip of Hayle



## 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



## 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



## Creative

Artist Study - Georges Seurat  
Pointillism - Dinosaur Art

Dinosaur shadow drawing  
FAF - Dinosaur stick creation  
Sculpture - Mud Roc volcanoes

## RE

Who is Jewish and how do they live?

## PSHE

We all have feelings  
Good and Not too Good Feelings



## MFL

Dinosaurs

## COMPUTING

Beebots and Programming  
Popplet - plants  
iPads for trip of Hayle



## 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



## 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

<b>Speaking, Listening &amp; Writing</b>  	<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. <b>Challenge:</b> Use commas in a list.</p>	<p>Write instructions on how to look after a pet dinosaur!</p>	<p><b>Computing:</b> Online RWI Phonics lessons. Teach your monster to read.</p>
<b>Problems, Science &amp; Maths</b>  	<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. <b>Challenge:</b> Explain why they have these characteristics .</p>	<p>Research dinosaurs and make a dinosaur time-line.</p>	<p><b>Computing:</b> Have a go at coding using the free Beebot App</p>
<b>Art &amp; Design</b>  	<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><b>Eco-Challenge</b> Research an animal that is close to being extinct (like the dinosaurs). What can we do to save it?</p>
<b>Constructing &amp; Creating</b>  	<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>

# Are We There Yet?



## What should I already know?

- \* We live in Cornwall which is in England.
- \* England is in the United Kingdom.
- \* There are lots of different countries in the world.
- \* The weather and land around the world can change in different places e.g. ice, snow, desert

Vocabulary	Meaning	Knowledge Facts
<b>Country</b>	A nation (group of people) with its own government.	*There are 7 continents: Europe, Asia, Africa, North America, South America, Australia and Antarctica.
<b>Equator</b>	A line dividing the world into the northern and southern hemisphere.	*There are 5 oceans: Indian, Pacific, Atlantic, Arctic and Antarctic.
<b>Continent</b>	A large area of ongoing land.	*Oceans cover 71% of the world's surface.
<b>Climate</b>	The weather in different places of the world measured over a long period of time. Tropical, dry, temperate, cold and polar.	*There are 10 different types of land habitat on earth. These include mountains, savannah, polar ice, rainforest and desert.
<b>Ocean</b>	A very large area of sea.	<b>Websites to Research</b>
<b>Destination</b>	A place that you are going to.	Oceans Song - <a href="https://www.youtube.com/watch?v=vfv7TF9RHbY">https://www.youtube.com/watch?v=vfv7TF9RHbY</a>
<b>Journey</b>	A trip from one place to another.	Continents Song - <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a>
<b>Currency</b>	Type of money used in countries.	BBC Geography - <a href="https://www.bbc.co.uk/bitesize/subjects/zcdqxnb">https://www.bbc.co.uk/bitesize/subjects/zcdqxnb</a>
<b>Habitat</b>	A place that an animal <u>lives</u> .	Earth facts - <a href="https://www.coolkidfacts.com/earth-facts-for-kids/">https://www.coolkidfacts.com/earth-facts-for-kids/</a>
		Habitats - <a href="https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/land-habitats/">https://www.dkfindout.com/uk/animals-and-nature/habitats-and-ecosystems/land-habitats/</a>

# 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

# Creative

**Artist Study** - Alfred Wallis - St. Ives  
Boat Art  
Sculpture - sand (on trip)

**DT** - Cooking

## RE

What do Christians believe God is like?

## PSHE

Keeping our teeth healthy

## 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, E, W

## History -

St George's Day



# COMPUTING

iMovie - Trip around Hayle  
Pic Collage - Trip around Hayle

Google Expedition - Africa

## Plants and Seasonal Changes

Grow our own plant experiment

Identify and name common/ wild plants

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



Artist Study - Alfred Wallis - St. Ives

Boat Art

Sculpture - sand (on trip)

DT - Cooking

## RE

How should we care for the world?

## PSHE

Keeping our teeth healthy

## MFL

Sea creatures



## 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



iMovie - Trip around Hayle  
Pic Collage - Trip around Hayle

Google Expedition - Australia

## 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



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?

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

2020-21	Topic	PSHE	Rhyming	Teacher's Choice	Class favourites
<b>Autumn 1</b>	*Vlad and the Great Fire	*The Day the Crayons Quit	<b>*Stick Man</b>	*Santa comes to Cornwall	*Farmer Duck
<b>Autumn 2</b>	*The Three Little Pigs <b>*Mr Wolf's Pancakes</b>	*Elmer *Paper Dolls *Something Else *Giraffe's can't dance *Tiddler	*Room on the Broom *Zog *Tiddler	*Percy Pengelly and the wibble wobble <b>*Toys in Space</b>	*We're going on a bear hunt <b>*Peace at last</b>
<b>London's Burning</b>	*The real story of the wolf and the three little pigs <b>*Clever Polly and the Stupid Wolf</b>	*Oops *The Wolf is Coming *Pattan's Pumpkin <b>*Pumpkin Soup (PDF)</b>		*The Great Cream Robbery <b>*Man on the Moon</b>	*The Hungry Caterpillar <b>*The Tiger Who Came to Tea</b>
	<i>Non-Fiction Books</i>			*Lost in the toy museum <b>*The Storm Whale</b>	<b>*Chocolate Cake</b>
<b>Spring 1</b>	<b>*Where the Wild things are</b>			*The Night Pirates	
<b>Spring 2</b>	*The Emperor of Absurdia *Jack and the Beanstalk *Jim and the Beanstalk *The Tiny Seed <b>*The Little Gardener</b> *Greta and the Giants (Library) <b>*Tree</b> <b>*Grandad's Secret Giant</b>				*Traction Man
<b>How does your garden grow?</b>	<i>Non-Fiction Books</i>				
<b>Summer 1</b>	*Tyrannosaurus Drip *Dinosaurs Love Underpants <b>*Funny Bones</b>				
<b>Digging for Dinosaurs</b>					
<b>Summer 2</b>	<b>*The Lighthouse keeper's lunch</b> <b>*Paddington</b>				
<b>Are we there yet?</b>	*The Snail and the Whale *Lila and the Secret of Rain <b>*The Giant Jam Sandwich</b> <b>*We build our homes</b> <b>*Anna Hibiscus</b> <b>*Zeraffa Giraffe</b> <b>*One day, so many ways</b>				
	<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.

	Aut	Spr	Sum
1	Red	Green	
2	Red	Green	
3	Red	Green	
4	White	Green	
5	White	Green	
6	Red	Green	
7	White	Green	
8	Red	Green	
9	Red	Green	

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.

	Aut	Spr	Sum
1	Red	Green	
2	White	Green	
3	White	Green	
4	Red	Green	
5	Red	Green	
6	White	Green	
7	White	Green	
8	White	Green	

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.

	Aut	Spr	Sum
1	Red	Green	
2	Red	Green	
3	Red	Green	
4	Red	Green	
5	Red	Green	
6	Red	Green	
7	Red	Green	
8	Red	Green	
9	Red	Green	
10	Red	Green	
11	Red	Green	
12	Red	Green	
13	Red	Green	

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

<b>Word</b>	Regular <b>plural noun suffixes</b> -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using and
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b> I
<b>Terminology for pupils</b>	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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

	Aut	Spr	Sum
1	Red	Green	
2	Red	Green	
3	Red	Green	
4			
5			
6	Red	Green	
7			
8			
9		Green	
10			
11	Red	Green	

Handwriting:

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

	Aut	Spr	Sum
1	Red	Green	
2			
3			
4	Red	Green	
5			

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

	Aut	Spr	Sum
1	Red	Green	
2	Red	Green	
3	Red	Green	
4			
5			
6	Red	Green	

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

	Aut	Spr	Sum
1	Red	Green	
2			
3	Red		
4			
5	Red	Green	
6			
7	Red	Green	
8			

## 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  $<$  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 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



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.

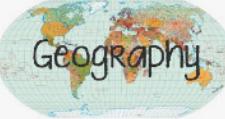
Describe significant historical events,



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.

Understand where food comes from



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.



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.



PSHE

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

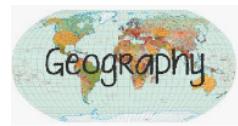
Mental Health and emotional wellbeing: different types of feelings, managing different feelings, change/loss anyhow this can feel



What can go into bodies and how it can make them 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

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 environment.



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.

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

### Healthy 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.