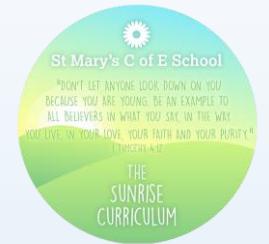


Sunrise Curriculum Summer Sequence - Year 1

Summer 1: Compassion- The story of the Good Samaritan... caring for others (Luke 10:30-37)

Summer 2 : Joy - The story of Abraham and Sarah's baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)



'Can I Grow as Big as You?'

Geography
In EYFS children may have already had experiences with different types of weather and may have some prior knowledge about how different types of weather affect their daily lives.

INTENT
To know the four countries of the UK and use directional language, left right. To compare the physical and human features of the UK and our locality.

Sequence of lessons:

1. I can explain why weather is important in our daily lives.
2. I can observe and record daily weather patterns.
3. I can identify weather symbols and describe what they represent.
4. I can track temperature at different times throughout the day.
5. I can identify different types of clouds and explain how they can predict changes in weather.
6. I can reflect on what I have learnt about weather

Outcome/composite
Children will participate in a discussion about their learning 'speaking like a geographer' and a reflection written outcome.

PE
In EYFS children have learnt basic skills in using larger equipment. In Y1 they have learnt basic invasion games and racket skills.

INTENT
To I can perform a single skill or movement with some control.

Sequence of lessons:
Real PE Unit 5
Physical Cog

Sequence of lessons:
•Lesson 1-3
•-Coordination- sending and receiving
•Lesson 4-6
•-Agility- reaction/ response

Outcome/composite
Children will be able to perform a sequence of movements with some changes in level, direction or speed.

Summer 2: INTENT
To understand why exercise is important for good health.

Sequence of lessons:
Real PE Unit 6
Health and Fitness Cog

Sequence of lessons:
•Lesson 1-3
•-Agility- ball chasing
•Lesson 4-6
•-Static balance- floor work

Outcome/composite
Children will be able to I can say how my body feels before, during and after exercise. Children will be able to take part in a range of ball games using their ball skills learnt.

Computing
Children have experienced a variety of technology, digital art , programming a robot and describing data

Summer 1: INTENT
To create digital media to write.

Sequence of lessons:

- 1 I can use technology safely using the acronym SMART
2. I can use a computer to write
- 3 I can add and remove text on a computer
4. I can identify that the look of text can be changed.
5. I can make careful choices when changing text.
- 6 I can explain why I used the tools I chose,
7. I can compare typing on a computer to writing on paper.

Outcome/composite
I can create digital media choosing my text and its appearance.

Summer 2: INTENT
To be introduced to animation.

Sequence of lessons:

- 1 I can use technology safely using the acronym SMART.
2. I can choose a command for a given purpose.
- 3 I can join a series of commands.
4. I can identify the effect of changing a value.
5. I can explain each sprite has it's own instructions.
- 6 I can design parts of the project
7. I can use my algorithm to create a program.

Outcome/composite
I can complete a program for a sprite.

ART
In the EYFS children have developed and use texture, colour, line, In Y1 children have learnt about colour mixing of primary, secondary and tertiary colours.

INTENT
To develop an understanding of 2D and 3D artwork in terms of painting and sculpture.

Sequence of lessons:

- 1.I know that wire is used by artists and can name a famous artist that uses wire.
2. I can explore creating 3d line and form with string.
3. I can explore creating 3d line and form with wire (pipe cleaners).
4. I can begin to join wire.
5. I can plan and make a 3d sculpture with wire.
6. I can reflect on and improve my techniques to develop my wire sculpture in my second attempt.

Outcome/composite
Children will create their own sculpture using pipe cleaners.

Summer 2: INTENT
To be introduced to animation.

Sequence of lessons:

- 1 I know who Althea McNish is and about her work dyeing textiles.
2. I can explore dyeing materials with natural dyes.
- 3 I can create patterns using dyeing techniques.
4. I can make my own design inspired by Althea McNish.
5. I can take my ideas and contribute to a group collaboration.
- 6 I can reflect on my learning and share my work with an audience.

Outcome/composite
Children will create their own piece of fabric in the style of Althea McNish using natural dyeing techniques taught.

SCIENCE
In EYFS children have learnt about the body parts and the world around them. In Year 1 they have learnt about different materials and effects of inventions.

INTENT
To Know the basic parts of flowering plants. Understanding a life cycle of a bean.

Sequence of lessons:

1. To identify and describe the basic structure of a variety of common flowering plants by planting a bean.
2. I can identify and name a variety of common wild plants by going on a wild plant hunt.
3. I can identify and name a variety of common garden plants .
4. I can identify and name a variety of common wild and garden plants (forest school)
- 5.I can identify deciduous and evergreen trees.
6. I can identify and describe the basic structure of a variety of common flowering plants, including trees by making and labelling plant pictures.
6. I can observe closely, using simple equipment in the context of observing the growth of bean plants.

Outcome/composite
Children sharing observations with the class and what they have learnt from completing the experiment.

Reading opportunities across the Sunrise Curriculum
Finding cities and places on google maps, reading geographical vocabulary directions and landmarks.

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History

In EYFS, children have put significant events in their lives in order. Begin to understand past and present. Ask questions to find out more about people or photographs. Say own opinions and ideas.

INTENT

To learn about the significant individual: Grace O'Malley and how she has shaped history.

1. I can ask and answer questions about what makes a pirate. I can compare Grace O' Malley with images of pirates from the past and present.
2. I can sequence events from Grace's life.
3. I can describe a picture from the past using appropriate vocabulary. I can understand key features of an event.
4. I can fit people and events into a chronological framework. I can identify similarities and differences between ways of life in different periods.
5. I can learn about different ways Grace has been represented.
6. I can answer our key enquiry question.

Children will be able to answer the key enquiry question: Should we call Grace O'Malley a pirate?

DT

In EYFs children have experienced making and chopping food but not designing their own snack.

INTENT

To design and make a fruit kebab.

Sequence of lessons:

1. I can take part in sensory activities to taste test fruit (taste, smell and appearance.)
2. I can use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
3. I understand the importance of basic food hygiene.
4. I can design a fruit kebab for a guest.
5. I can use simple utensils and equipment to e.g.: peel, cut, slice, squeeze, grate and chop safely
6. I can evaluate my idea and finished product against the design criteria, including intended user and purpose.

To design and make a fruit kebab to share with parents.

RE

Children in Y1 have learnt about the story of Creation, belonging in faith communities, the Christian theme of Gospel and some Judaism.

Summer 1:INTENT

To continue with the planned double unit on Judaism deepening children's understanding of who is Jewish and how they live.

Sequence of lessons:

1. I can link the story of Esther to the festival of Purim
2. I understand which day of the week is important to Jewish children. I understand the sequence of events leading up to Shabbat.
3. I can use the famous artwork Shabbat Afternoon to understand what activities are work and which are rest.
4. I know some songs that could be sung on Shabbat.
5. I can roleplay a Shabbat meal making challah bread.
6. I can use my knowledge to make a class video explaining who is Jewish and how they live.

Outcome/composite :

Experience celebrating Shabbat in the classroom and produce a video bringing all their learning together to share with parents.

Summer 2:INTENT

To continue with the planned double unit on Judaism deepening children's understanding of who is Jewish and how they live.

Sequence of lessons:

1. I can understand key vocabulary and share my prior knowledge.
2. I can explain why Christians and Jews think that God values everyone.
3. I can talk about the responsibilities and benefits of friendships.
4. I know some religions believe serving others is being part of being a believer.
5. I can talk about people or groups who have been inspired to care for people because of their faith.
6. I can investigate ways in which people look after the world.

Outcome/composite: Children will talk and ask questions about what the difference believing in God makes to how people treat each other and the natural world.

PHSE (Jigsaw)

Jigsaw ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate

INTENT

Children will consider different relationships and how to keep themselves safe. This will include understanding how to stay safe as they change and grow.

Relationships

In this puzzle children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

Changing Me

Children are introduced to life cycles e.g., that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practice a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

Outcome/composite: I can explain why I have special relationships with some people and how this help me feel safe and good. I can explain why some changes I might experience might feel better than others.

Music

Children have built knowledge of our music concepts in a range of music genre including rap, hip Hop, Latin Blues, Baroque, Latin, Bhangra, Folk and Funk.

INTENT

Children will learn to sing, play, improvise and compose with this song, children will listen and appraise .

Sequence of lessons:

1. I can learn to sing our class song Your Imagination. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song Your Imagination. Children will build pulse rhythm and pitch using glockenspiels.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Your Imagination.
4. I can compose a musical section to add to our performance. Children will learn to improvise and add ana class composition section to our performance of our class song Your Imagination.
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of using the glockenspiels to include more than one note.

Outcome/composite: Children will record their performance to be shared with parents via Seesaw.

INTENT

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Sequence of lessons:

1. I can learn to sing our class songs from this year.
2. I can use musical instruments in my performance of our class song Your Imagination. Children will build pulse rhythm and pitch using glockenspiels.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Your Imagination.
4. I can compose a musical section to add to our performance. Children will learn to improvise and add ana class composition section to our performance of our class song Your Imagination.
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of using the glockenspiels to include more than one note.

Outcome/composite: Children will record their performance to be shared with parents via Seesaw.

Community Links:

Visit to Tremenheere sculpture Gardens and Marazion Beach

Mrs Sampson- celebrating Shabbat afternoon

Maritime Museum- Pirates: Fact and Fiction workshop

Parents invited in for DT unit- making a fruit salad.

Viv Gillard Local artist- Sculpture

Parents invited in for DT unit- making a fruit salad.