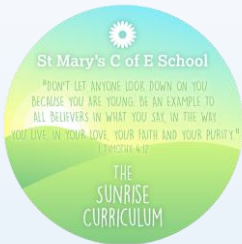


Sunrise Curriculum Summer Sequence - Year 1

Summer 1: - Hope- The story of the risen Jesus
Summer 2 : Compassion - The story of the Good Samaritan .



‘Can I Grow as Big as You?’

<p>Geography</p> <p>In EYFS children have learnt about their immediate environment but have missed out on how they might vary.</p>	<p>PE</p> <p>In EYFS children have learnt basic skills in using larger equipment. In Y1 they have begun invasion games and racket skills.</p>	<p>COMPUTING</p> <p>In EYFS children have experienced using I pads and used various programs on the interactive whiteboard .</p>	<p>ART</p> <p>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.</p>	<p>SCIENCE</p> <p>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.</p>
<p>INTENT</p> <p>To use directional language, left right. To compare the physical and human features of our locality.</p>	<p>INTENT</p> <p>To master basic movements including running, jumping, throwing and catching.</p>	<p>INTENT</p> <p>To use a computer to write.(Digital writing) and To use a computer to code.</p>	<p>INTENT</p> <p>To develop an understanding of 2D and 3D artwork in terms of painting and sculpture.</p>	<p>INTENT</p> <p>Identifying different animals and classifying them. Knowing the basic parts of flowering plants. Understanding a life cycle of a bean.</p>
<p>Sequence of lessons:</p> <p>1.I can understand the differences between a ‘town’ and the ‘countryside’</p> <p>Comparing Truro to Perranporth</p> <p>2.I can name the countries of the UK.</p> <p>I can locate the UK using a map.</p> <p>Activity Using Map of Uk naming countries and matching with a partner. Labelling on Map using capital letters.Locate Cornwall and where we are in Cornwall.</p> <p>3. I can name, locate and identify characteristics of the four countries of the UK and its surrounding seas</p> <p>I can understand what an ‘aerial view’ shows.Practise using compass directions to support. (Hot Air balloon activity)</p> <p>4. I can identify key features of the countries of the UK.I can observe aerial view photographs</p> <p>children to learn about countries flags, highest point, flag, national syMake Terrific Tourist sheet.</p>	<p>1. I can change direction. I can bounce a ball with control.</p> <p>3. I can move at different speeds. I can throw and catch.</p> <p>1. I can track and receive a ball.</p> <p>4. I can throw and catch a ball with a partner.</p> <p>5. I can throw overarm.</p> <p>6. I can throw a quoit.</p> <p>Running and Jumping. Explore throwing with different objects such as quoits, javelin , shot put.</p> <p>1. To move at different speeds.</p> <p>2. To move along different pathways.</p> <p>3. To jump for height. (include high jump)</p> <p>4. To jump for distance. (include long jump.</p> <p>5. To jump in different ways.</p> <p>6. To use skills learnt to throw with different objects. (javelin, bowls etc.) Sports Day</p>	<p>Sequence of lessons:</p> <p>1.To use a computer to write I can open a word processor I can recognise keys on a keyboard.</p> <p>2. To add and remove text on a computer</p> <p>3. To identify that the look of text can be changed on a computer I can type capital letters I can explain what the keys that I have learnt about already do.</p> <p>4. To make careful choices when changing text</p> <p>5. To explain why I used the tools that I chose.</p> <p>6. To compare writing on a computer with writing on paper.</p> <p>1.To choose a command for a given purpose I can find the commands to move a sprite.</p> <p>2. I can show that a series of commands can be joined together.</p> <p>3.I can identify the effect of changing a value.</p> <p>4. I can explain that each sprite has its own instructions.</p> <p>5. I can design the parts of a project I can choose appropriate artwork for my project I can decide how each sprite will move I can create an algorithm for each sprite.</p> <p>6. I can use my algorithm to create a program</p>	<p>Sequence of lessons:</p> <p>1. I can look at an Artists work and say whether I like it or not. I can use materials to create my own pieces like that of Anthony Gormly. Making body sculptures from lego, wooden bricks or blocks of Jenga.</p> <p>2.I can gives reasons whether I like or dislike it.</p> <p>2/3.(recreate sculpture using different materials) I can weave using recycled materials. I can choose colours for my weaving project and plan my artwork experimenting with colour mixes.</p> <p>Children to choose picture they want to replicate in their weaving and pick out the colours they want to use using small window. Pick colours needed and experiment with mixes of weave.</p> <p>4/5. I can develop an understanding of 2d and 3d in terms of sculpture. Investigate different materials and how they can be connected together to form shapes and structures.</p> <p>Make animal masks using papier mache over different shapes to get head. Experiment with animal prints for following week to explore shape and pattern</p> <p>7.To study the artist Michelle Reader To use sculpture to develop and share their ideas, experiences and imagination in the context of creating a sculpture of an animal</p> <p>8. I can Investigate a range of textures from rubbings. (forest School)</p> <p>9. I can use different materials for effect. Activities Using different materials to make art attack of parts of a plant and functions and photograph.Indoor and outdoor materials decide which material is the best to use for different parts.</p>	<p>Sequence of lessons:</p> <p>1.I can identify, name, draw and label the basic parts of the human body.</p> <p>2. I can say which part of the body is associated with each sense. 3. To perform simple tests in the context of investigating each of the five senses</p> <p>4. I can identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals in the context of naming animals.</p> <p>5. I can describe and compare the structure of a variety of common animals</p> <p>6. I can identify and name a variety of common animals that are carnivores, herbivores and 7. To identify and describe the basic structure of a variety of common flowering plants by planting a bean.</p> <p>8. I can identify and name a variety of common wild plants by going on a wild plant hunt.</p> <p>9. I can identify and name a variety of common garden plants (visit garden centre?)</p> <p>10. I can identify and name a variety of common wild and garden plants (forest school)</p> <p>11. I can identify and describe the basic structure of a variety of common flowering plants, including trees by making and labelling plant pictures.</p> <p>12. I can observe closely, using simple equipment in the context of observing the growth of sunflower plants</p>
<p>Outcome/composite</p> <p>Children will create a map for others to use.</p>	<p>Outcome/composite</p> <p>To be able to throw and receive with some accuracy.</p>	<p>Outcome/composite</p> <p>Complete a program for a sprite. To begin to become more familiar with Word and navigate a keyboard.</p>	<p>Outcome/composite</p> <p>Create a piece of Art work using a wash in the style of an artist.</p>	<p>Outcome/composite</p> <p>To create a display of significant creators.</p>

Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Summer Sequence - Year 1

Summer 1: - Hope- The story of the risen Jesus
Summer 2 : Compassion - The story of the Good Samaritain .

‘Can I grow as big as you?’



<div>Geography</div> <div>In EYFS children have talked about where they live. In year 1 we have discussed our locality and our route to school .</div>	<div>DT</div> <div>In EYFs children have experienced making and chopping food but not designing their own snack.</div>	<div>RE</div> <div>Children have some learning from previous term of Judaism beginning with understanding what is special in a Jewish home.</div>	<div>PHSE (Jigsaw)</div> <div>Jigsaw ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate</div>	<div>Music</div> <div>In EYFS they have experienced Nursery rhymes and clapping games.</div>
<div>INTENT</div> <div>To learn about our place in the wider context of the world and the seven continents. To know physical and human features of that environment.</div>	<div>INTENT</div> <div>To design and make a healthy snack.</div>	<div>INTENT</div> <div>To continue with the planned double unit on Judaism deepening children’s understanding of Shabbat and it’s importance.</div>	<div>INTENT</div> <div>Children will consider different relationships and how to keep themselves safe. This will include understanding how to stay safe as they change and grow.</div>	<div></div> <div>To sing songs and chants with expression. To experiment with accompaniments</div>
<div><div>6. I can name and locate the world’s seven continents. Children draw their own map of the world what do they believe it looks like ? how can it be represented? Make world out of playdough in sand out of Lego and straws. Then compare to real world maps. Children to compare different maps of the world. Find them on the comparable maps including Google Earth.</div><div>2.I can name and locate the world’s seven continents. Activity Continue work from week before using 2 d maps of the world. Look at how the 7 continents evolved..Split into continents. Then name them on map. Ch to also think about different weather patterns in those contininents in comparison to our own continent. 3. I can study features of my local environment. I understand what a bird’s eye view is. I can make a simple map/plan of my classroom 4. I can locate our school in our local area. I can say 2 (or more) key features of a map. I can find (locate) our school on a street map using ICT and I can tell my partner 3 places/ buildings which are nearby. 5. I can use geographical vocabulary to refer to key physical features including beach,cliff,coast,forest hill, mountain, sea.</div><div>Activities Visit local beach Perranporth and complete trail. Use trip to build up vocabulary choices</div><div>6.I can use geographical vocabulary to refer to key physical features including beach,cliff,coast,forest hill, mountain, sea Activity Make models of Perranporth using land lines build up models in pairs labelling different features</div></div>	<div><div>Sequence of lessons:</div><div>1. I can evaluate different dips. I can start to think about where different foods come from.</div><div>2. I can explore a range of existing products in the context of comparing different dippers. I can explore different dippers and describe them.</div><div>3. I can use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers. I can explain why I need to eat a balance and variety of food groups to stay healthy.</div><div>4. I can select from and use a range of tools and equipment to perform practical tasks (for example, cutting) in the context of making a Dip and Dipper. I can make dips and dippers.</div><div>5. I can plan my own appealing dip and dipper and clearly show my ideas.</div><div>6. I can follow my plan to make my own dip and dipper. • I can evaluate my dip and dipper.</div></div>	<div><div>Sequence of lessons:</div><div>1. I can understand key vocabulary and share my prior knowledge. 2. I can read more stories from the Tenakh which teach about God looking after his people. 3. I can use interactive ways of learning about the stories Sukkoth: read the story, linking the Favoured People's time in the wilderness. 4. I can use interactive ways of learning about the stories: build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today. 5. Chanukah: I can look at art and read the story. Explore how these experiences encourage reflection, thanksgiving, praise and remembrance for Jewish people. 6. Consider the importance and value of celebration and remembrance in pupils' own lives.</div><div><div>Outcome/composite :</div><div>Experience celebrating in the classroom, with music, food or fun. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.</div></div><div><div>Children have learnt about several Christian and Jewish festivals and texts. We have studied some features of Islam in our last thematic unit from Autumn 2 and they have their previous learning from EYFS.</div></div></div>	<div><div>Relationships</div><div>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.</div><div><div>Changing Me</div><div>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.</div></div></div>	<div><div>Sequence of lessons:</div><div>1.I can sing songs and chants with expression.</div><div>Activity: Learn skipping songs can children make up their own skipping chants and teach others. 2 I can experiment to create accompaniaments using instruments.</div><div>Activity:Using ‘What a wonderful world.’ accompaniaments for the rythmn. And make sounds to relate to images of song.</div><div>3. I can use different instruments and ways of making sound with them.</div><div>Activity: Make their own songs using natural materials from outside and perform.</div><div>4. I am beginning to use symbols to represent sounds.</div><div>Activity: Using song head shoulders knees and toes (or similar).. Make symbols for other body parts and different accompaniaments</div><div>5 I can perform to an audience.</div><div>Activity:Perform to others.after practising using picture script Try to encourage audience to join with them ..Include instruments to match body part sounds eg twinkly fingers loud drumming feet..</div></div>
<div>Children will create a model of Perranporth Or Truro.</div>	<div>To design and make a dip and dipper.</div>	<div>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.</div>	<div>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.</div>	<div>Outcome Performance to other classes for Assembly via Teams.</div>

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