

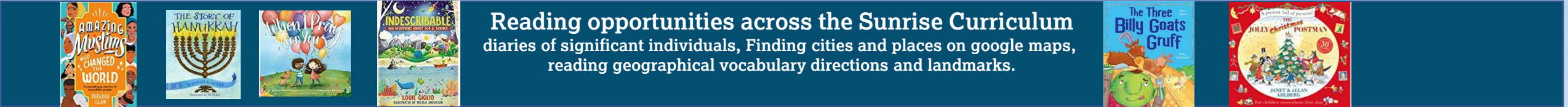
Sunrise Curriculum Autumn Sequence - Year 1

Autumn 1: Friendship-The story of the Paralysed Man -
Autumn 2 : . Trust-Nativity – Mary’s trust in God to be the mother of Jesus

‘Where do the best adventures happen?’



<p>Geography</p> <p>In EYFS children have learnt about their immediate environment.</p>	<p>PE</p> <p>In EYFS children have learnt basic skills in movement.</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, pattern, shape, form and space.</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 know the points of a compass.</p>	<p>INTENT</p> <p>To complete basic gymnastic and dance movements. To be able to use and place equipment.</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 learn about how different artists use colour in their work. Extend work on using paint mixing for effect.</p>	<p>INTENT</p> <p>Identifying different materials and describe their properties. Sort to a criteria.Understand and explain about the change from Autumn to winter</p>
<p>Sequence of lessons:</p> <p>1.I can use directional language (left, right, near or far)Children to take visit into local area and describe journey into town using geographical vocabulary. Look at local places and notice what they pass. Begin to map directions.</p> <p>2.:I can use google maps, atlases and Use aerial Geographical Skills and Fieldwork language Study features of the local environment.</p> <p>3.I can use key vocabulary to describe features of the environment Houses, park, train station, car park, police station,, road, viaduct, shop.</p> <p>4.I can create a simple map using pictures of school grounds and begin to make a simple key. They will know that Truro is the only city in Cornwall</p> <p>5.I can use aerial photos and plans to identify local landmarks in my local area (Truro Cathedral, school, viaduct, river, quay)</p>	<p>Sequence of lessons:</p> <p>Gymnastics</p> <p>1.I can carry and place apparatus. Children to practice skills in balances . Be able to work together to get out and put away mats successfully.</p> <p>2.I can move in response to a with a partner</p> <p>4. To show awareness of others when working in a group.</p> <p>5. To understand mirroring and use this with a partner.</p> <p>6. To keep in time with a steady beat to perform a traditional style of dance.</p> <p>7. To vary the shape and speed of my movements to represent an object.</p> <p>Dance</p> <p>1.I can recognise and perform contrasting movements and balances.</p> <p>2.I can travel in different ways, changing speed and direction.</p> <p>3.I can control my body when jumping and rolling in different ways.</p> <p>4.I can link movements to create a sequence.</p> <p>5.I can cooperate effectively with a partner.</p> <p>6.I can create and perform a sequence with a clear beginning, middle and ending.</p>	<p>Sequence of lessons:</p> <p>1.I can use technology safely using the acronym SMART.</p> <p>2. I can begin to use my log in to sign into the computer.</p> <p>3. I can understand that a computer(Bee Bot) .</p> <p>4.I can practise using a sign in for my computer.</p> <p>5 and 6 I can use logical reasoning to predict the behaviour of simple programs.(Bee Bot)</p> <p>7. I can debug a simple program.</p> <p>8. I can plan and combine a sequence of commands to achieve a goal.</p>	<p>Sequence of lesson:</p> <p>1.I can make a collage in primary colours. Learn about the work of a range of artists in the context of Piet Mondrian.</p> <p>I can talk about the artist Piet Mondrian.</p> <p>2.Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from secondary and tertiary colours. I can create a colour field painting using colours I have mixed</p> <p>3.I can create a painting using tints I have mixed. Learn about the work of a range of artists in the context of Paul Klee. I can talk about the artist Paul Klee.</p> <p>4. I can talk about the artist Jackson Pollock.</p> <p>I can create a drip painting using shades I have mixed. .Develop a wide range of art and design techniques in using colour, pattern, texture, line</p> <p>5. I can create a painting using warm and cool colours</p> <p>Look at the work of Robert Delaunay. : I can create a circles painting using colours I have mixed myself</p> <p>Wassily Kandinsky Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape</p>	<p>Sequence of lessons:</p> <p>1.I can identify and name different materials.</p> <p>2 Seasons. Observe changes across Summer into Autumn.</p> <p>3. I can tell the difference between an object and the materials it is made from.</p> <p>4. Observe and describe weather associated with summer and autumn</p> <p>5. I can describe the properties of everyday materials.</p> <p>6.. Test materials for their properties.</p> <p>7. I can identify which materials have certain properties.</p> <p>8.Materials forest school investigation.</p> <p>9. Umbrella Investigation</p> <p>10. Materials. I can investigate which material is the least absorbent.</p> <p>11. I can sort objects according to their properties by their properties.</p>
<p>Outcome/composite</p> <p>Children will create a simple map of school 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>To be able to navigate a Bee Bot successfully through a course.</p>	<p>Outcome/composite</p> <p>To produce a giant class Wassily Kandinsky Picture.</p>	<p>Outcome/composite</p> <p>To design an umbrella from the material of their choice that is waterproof.</p>



Sunrise Curriculum Summer Sequence - Year 1

Autumn 1: Friendship-The story of the Paralysed Man -

Autumn 2 : . Trust-Nativity – Mary’s trust in God to be the mother of Jesus

‘Where do the best adventures happen?’



<p><i>History</i></p> <p><i>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.</i></p>	<p>DT</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>RE</p> <p>Children will know that Christian's believe God created the universe , Earth and everything in it. Humans should care for the world because it belongs to God.</p>	<p>PHSE (Jigsaw)</p> <p>Jigsaw ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate</p>	<p>Music</p> <p>In EYFS they have experienced Nursery rhymes and clapping games.</p>
<p>INTENT</p> <p>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.</p>	<p>INTENT</p> <p>To join materials together to make a lunch box to a set criteria that is strong and stable.</p>	<p>INTENT</p> <p>Children will be able to retell Genesis 1 simply. They will recognise that Creation is the beginning of the 'big story' of the Bible and give one example of how Christians say thank you to God for Creation.</p>	<p>INTENT</p> <p>Children will consider different relationships and how to keep themselves safe. This will include understanding how to stay safe as they change and grow.</p>	<p>To sing songs and chants with expression. To experiment with accompaniments</p>
<p>1.I can develop an awareness of the past, through finding out about changes within living memory. I can compare different types of transport through time.</p> <p>I can sort transport onto a timeline.</p> <p>2. I can ask and answer questions about the past. I can find out about significant individuals.</p> <p>finding out about the life and experiences of Christopher Columbus.</p> <p>3. I can compare the experiences of Christopher Columbus and Neil Armstrong. I can find out why Neil Armstrong is important.I can compare these two travellers and what they may have used for their journeys.Extension compare to the journey of Joseph Antonio Emidy (1775)</p> <p>4. I can find out about an early form of travel: the Viking longboat.I can ask and answer questions about the past.5. I can find out about how cars have changed since they were invented</p> <p>6. I can find out about George Stephenson’s and Richard Trevithick’s life and inventions. I can understand how trains changed people's lives in the 19th century.</p> <p>7.I can find out about the lives of significant individuals. The Wright brothers. Contribution to the development of flight.</p>	<p>Sequence of lessons:</p> <p>1.I can explore and evaluate a range of existing products in the context of evaluating the basket used to transport Santa’s lunch.</p> <p>2. I can evaluate a product's ability to do a job well.</p> <p>I can explore and evaluate a range of existing products in the context of evaluating existing lunch boxes</p> <p>3.I can explore different materials and decide which will be useful for making my product.</p> <p>I can design a new product that meets the design criteria.</p> <p>4.I can select and use tools and equipment to make a product</p> <p>5. I can test a product and then evaluate it.</p> <p>Say what they like and do not like about products they have made. Consider and explain how the finished product could be improved</p> <p>6. I can use my evaluations to make improvements to my product and then retest and evaluate it.</p> <p>To improve my product by making it stronger, stiffer, more stable and more waterproof.</p>	<p>Sequence of lessons:</p> <p>1.I can explore what is a creator and who I think created the natural world.</p> <p>2. I will learn Christians and Jews believe that God created the world and this is described in Genesis 1</p> <p>3. I will explore the story Genesis 1 in different ways including roleplay, drawing and retellings..</p> <p>4. I will sequence Genesis 1 in a series of my own pictures gathering vocabulary about the story.</p> <p>5. I will learn one-way Christians celebrate creation is to be thankful to God the creator. (Link to Sukkot as a future topic)</p> <p>6. Experience a Harvest Festival celebrating the creation of the world and giving thanks. (Global Links)</p> <p>Outcome/composite : Discuss Christian's answer to the big question Who made the world? And the importance of being thankful.</p> <p>RE</p> <p>Children will know about Christainity. They have a knaoledge gap about other faiths that we will</p> <p>Sequence of lessons:</p> <p>1 I can say a group or community that I belong to and talk about what is special and important about belonging to a group that is important to me</p> <p>2.I can recognise symbols of belonging for Christians ...recognise symbols of belonging for Jews or Muslims. I can think about why symbols of belonging matter to believers</p> <p>3. I can give an example of how a person from different faiths might show they love people</p> <p>4. I will be able to talk about how different faith welcome babies into the world</p> <p>5. I will learn how different faiths celebrate the birth of a baby through ceremonies</p> <p>6. I will learn how different faiths show belonging through marriage.</p> <p>Outcome/composite: I can give examples of ways in which belonging within faith communities and other communities, sharing sensitively similarities and difference giving a good reason for my ideas.</p>	<p>Autumn 1: Being Me in My World</p> <p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety</p> <p>Autumn 2: Celebrating Differences</p> <p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn’t. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p> <p>Outcome/composite: Children know who to tell if they or someone else is being bullied or is feeling unhappy . They will know skills to make friendships and that people are unique and that it is OK to be different</p>	<p>Sequence of lessons:</p> <p>1.To Sing songs and chants with expression.</p> <p>Activity: Learn transport songs can children make up their own parts and teach others.</p> <p>2.To Experiment to create accompaniments using instruments.</p> <p>Activity:</p> <p>Using ‘What a wonderful world.’</p> <p>accompaniments for the rhythm. And make sounds to relate to images of song.</p> <p>3.Use different instruments and ways of making sound with them</p> <p>4. Objective children to be able to begin to use symbols to represent sounds.</p> <p>5.To be able to perform to an audience.</p> <p>Outcome</p> <p>Performance to other classes for Assembly via Teams.</p>
<p>Children will create a timeline showing the development of transport over time.</p>	<p>Children will design and make a lunchbox for Santa to take on his Sleigh.</p>			

Opportunities for Cornish curriculum

Visit to Cathedral as part of trail. Children learn about the origins of the cathedral and St Mary's Isle Transport-look at local transport such as the Steam Engine invented by Trevithick.