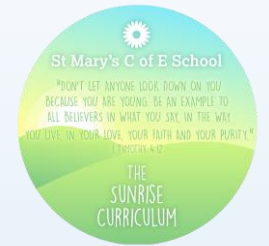


# Sunrise Curriculum Spring Sequence - Year 1

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

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

## 'Who are the best creators?'



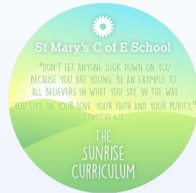
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|--|---|--|--|--|
| <b>HISTORY</b><br>In EYFS children have talked about special events and put them in order. They have asked questions about people and photographs  | <b>PE</b><br>In EYFS children have learnt basic skills in using larger equipment.   | <b>COMPUTING</b><br>In EYFS children have experienced using I pads and used various programs on the interactive <b>whiteboard</b> .  | <b>ART</b><br>EYFS : Using brushes beginning to mark make.<br>Y1: Basic colours and colour mixing  | <b>SCIENCE</b><br>In EYFS children have learnt about the body parts and the world around them.   |
| <b>INTENT</b><br>To use directional language, left right. Use maps and aerial photos to study geographical skills.   | <b>INTENT</b><br>To introduce children to using a tennis racket and a cricket bat. They will learn how to hold each one correctly and use it to control beanbags and balls in various ways, including striking to a target  | <b>INTENT</b><br>To use tools effectively to make digital images.  | <b>INTENT</b><br>To develop line, shape and tone.in drawing. Apply knowledge of colour to make wash.   | <b>INTENT</b><br>To learn about famous scientists ask questions and research evidence. To understand how these developments apply in our wider world.  |
| <b>Sequence of lessons:</b> <ol style="list-style-type: none"><li>1) Richard Trevithick To use sources (Pictures and Songs) to find out about him. Learn song Going Up Camborne Hill</li><li>2) Put things in order significant to themselves. To ask question <b>What</b> was it like <b>when</b> Richard was alive? Investigate what life was like for Richard as a boy.</li><li>3) Use photographs and facts to build information about people in the past. To ask questions who was he?</li><li>4) To ask Questions when and why something happened. What was life like in the mines at the time?</li><li>5) To put events in chronological order. Look at the other inventions of Trevithick compare put them into chronological order. Ext to write about which they think was the best idea.</li><li>6) Use sources for historical enquiry. Ask question: why did people from all over the world buy these things from Cornwall?</li><li>7) <b>To talk simply about why something affected people in the past and today (y2 objective) Activity How can we remember Richard Trevithick and his many inventions?</b></li><li>8) Identify present and past people who are famous, and explain how they have affected people's lives. Brunel. What does Famous mean?</li></ol> | <b>Sequence of lessons:</b> <ol style="list-style-type: none"><li>1) I can hold a racket correctly and use it to control a beanbag in a variety of ways.</li><li>2) I can use a racket to hit a ball or beanbag with control</li><li>3) I can apply my racket skills to play a target game.</li><li>4) I can use a cricket bat to control a ball along the ground.</li><li>5) I can use a cricket bat to hit a ball with control</li><li>6) I can apply my bat and ball skills to play a game.</li><li>7) To participate in games using simple tactics in defending and attacking.</li><li>8) To participate in games using simple tactics in defending. To mark other players.</li><li>9) To defend the space between players.</li><li>10) To pass a ball between players.</li><li>11) To get past defenders</li><li>12) I can use attacking and defending skills in a team game</li></ol> | <b>Sequence of lessons:</b> <ol style="list-style-type: none"><li>1) How can we paint using computers? I can make marks on a screen and explain which tools I used</li><li>2) Using shape and lines. I can use the shape and line tools to recreate the work of an artist</li><li>3) To make careful choices when painting a digital picture.</li><li>4) To explain why I chose the tools I used. I know that different paint tools do different jobs</li><li>5) To use a computer on my own to paint a picture. I can make dots of colour on the page.</li><li>6) Learners compare their preferences when creating paintings on computers and on paper.</li><li>7) To use a computer to write</li><li>8) To add and remove text on a computer</li><li>9) To add and remove text on a computer</li><li>10) To identify that the look of text can be changed on a computer.</li><li>11) To make careful choices when changing text</li><li>12) To explain why I used the tools that I chose</li></ol> | <b>Sequence of lessons:</b> <ol style="list-style-type: none"><li>1) Begin to control lines to create simple drawings from observations. Create a series of simple drawings developing taught sketching skills.</li><li>2) Describe the work of artwork of artists Say whether they like or dislike it begin to give reasons why. Look at the work of John Dyer famous local artist that inspires children's art.</li><li>3) Use wax crayons to colour within lines. Using photocopies of the best line drawing experiment with different colour combinations drawing on colours in the style of John Dyer.</li><li>4) To recap colour mixing. to recognise warm and cold colours; create washes to form backgrounds and explore the relationship between mood and colour. Drawing on colours in the style of John Dyer create single washes developing into graduated washes for background work</li><li>5) Work with different materials Begin to think what materials best suit the task. Combine line drawing, wax crayons and washes to build a simple art piece</li><li>6) Begin to control lines to create simple drawings from observations Introduce plein-air and complete line drawings building up detail across several attempts.</li></ol> | <b>Sequence of lessons:</b> <ol style="list-style-type: none"><li>1) To describe the simple physical properties of a variety of everyday materials To use observations to suggest answers to questions. Look at <b>the invention of Lego</b> and compare and describe the different properties of plastic in the context of Lego</li><li>2) To ask simple questions and use simple secondary sources to find answers. Looking at the life of <b>Mae Jemison</b> and asking questions to find out more about her inventions.</li><li>3) To describe and compare the structure of a variety of common animals. To identify and classify animals, by sorting animals according to their features.</li><li>4) To identify and name a variety of common wild and garden plants, by exploring a range of sensory plants. To gather and record data to help in answering questions, by creating a chart showing the class' most popular sensory plants. (Link with John Dyer paintings)</li><li>5) To describe and compare the structure of a variety of common animals, including pets I can test which items keep us warm. To compare a variety of everyday materials on the basis of their simple properties, by finding the best insulating materials. I can describe the properties of materials that keep us warm.</li><li>7) I can carefully take part in an investigation to find the best things to keep us warm. I can use a thermometer to test temperatures</li></ol> |
| <b>Outcome/composite</b><br>Children will create videos which highlight ways we can all protect and save the arctic. Shared on our website and Facebook page to create a 'real' audience   | <b>Outcome/composite</b><br>To be able to play a simple bat game as a team.<br>To be able to engage in invasion games.  | <b>Outcome/composite</b><br>Complete a digital picture using skills learnt.  | <b>Outcome/composite</b><br>Create a piece of Art work using a wash in the style of an artist.   | <b>Outcome/composite</b><br>To create a display of significant creators.   |

## Reading opportunities across the Sunrise Curriculum

Different original historical resources from local archives, biographies and diary entries. Magnificent machines adapted by Pie Corbett. Non fiction texts Famous inventors. Song lyrics for traditional Cornish songs. Finding cities and places on google maps, reading geographical vocabulary directions and landmarks.

# Sunrise Curriculum Spring Sequence - Year 1

## ‘Who are the best creators?’



### Geography

In EYFS children have talked about special events and put them in order. They have asked questions about people and photographs.

#### INTENT

To learn about local significant people  
To ask questions about the past what, when where why?  
To use historical sources for evidence to support ideas.

#### Sequence of lessons:

- 1) **I can use directional language (left, right, near or far).** Children to take visit into local area drawing art activities describe the route they are taking
- 2) **I can use google maps, atlases and Use aerial Geographical Skills and Fieldwork language Study features of the local environment.** Children to make map of different things they have passed on journey using directional language, Compare using Google maps.
- 3) **I can use key vocabulary to describe features of the environment.** Children to draw features of local environment and label them according to main features .. shops, doctors, church etc. Decide on key to use .Design map in pairs. Maybe link to use of Bee-Bot for ICT.
- 4) **4 Create a simple map using pictures of school grounds or local area.**
- 5) **Know that Truro is the only city in Cornwall. Use aerial photos and plans to identify local landmarks** Discuss where other cities are around the country. Why is a city named a city? Show why Truro is a city. Use Google Maps to identify where places are
- 6) To Understand the term locality. Locate Camborne on a map (as part of history lesson). See how far away it is from Truro compare how it is different from Truro using Google Maps.

#### Composite/outcome

Children will create a museum for others to visit about Trevithick.  
Webinar Assembly

### RE

Children have experienced in the EYFS several major Christian festivals and extracts from the bible.

#### INTENT

To learn what a gospel is and that it comes from the Bible. To learn stories from the Bible and understand how these guide prayer.

#### Sequence of lessons:

- 1) I can understand key vocabulary and share my prior knowledge.
- 2) I can understand what good news means
- 3) I can decide which of gods gifts are important to me.
- 4) I can give a simple account of a bible story.
- 5) I can understand why Christians say thank you to God for his good gifts.
- 6) I can give examples in which way Christians use text to guide prayer.

#### Composite/outcome

Children will answer the big question drawing on the sequence of learning.

Children will draw on prior knowledge of Christianity and the old testament,

#### Sequence of lessons:

- 1) Discuss what precious items pupils have in their homes.
- 2) Find out what special objects Jewish people might have in their home
- 3) Introduce Jewish beliefs about God and how they should respond to God.
- 4) Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside.
- 5) Find out what many Jewish people do in the home on Shabbat
- 6) Look at some stories from the Jewish Bible (Tenakh).

#### Composite/outcome

Children will answer the big question drawing on the sequence of learning.

### PHSE (Jigsaw)

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

#### INTENT

To learn how to set a goal and when it is achieved. To learn how to make healthy choices and feel good about them.

#### Sequence of lessons:

#### Dreams and Goals

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

#### Healthy Me

In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

#### Composite/outcome

Dreams and Goals: Children will know when a goal has been achieved  
Healthy Me: Children will feel good about themselves when they make healthy choices.

### Music

#### INTENT

To sing songs and chants with expression. To experiment with accompaniments

#### Sequence of lessons:

- 1) To sing songs and chants with expression. Learning the song Going Up Camborne Hill Coming Down. Can the children make up their own?
- 2) To experiment to create accompaniments using instruments. Using the song Going Up Camborne Hill children to create their own accompaniments for the rhythm.
- 3) Use different instruments and ways of making sound with them. Children to make up their own lyrics for Going Up Camborne Hill then add in their own instruments to make the sounds of the machinery on the beat.
- 4) Children to be able to begin to use symbols to represent sounds.
- 5) To be able to perform to an audience.
- 6) Children to practise their machinery performance for others in the class.

#### Outcome/composite

Performance to other classes for Assembly via Teams.