

Sunrise Curriculum Autumn Sequence - Year 1

Autumn 1: Friendship-The story of the Paralysed Man... friends who go above and beyond to show they care. (Luke 5)

Autumn 2 : . Trust – The story of Mary... trusting God with the future and doing what’s been asked of you. (Luke1)

‘Where do the best adventures happen?’



Geography
In EYFS children have described their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps . Name the city the school is located in, Look at aerial views and comment on buildings, open space, roads and other simple features.

PE
In EYFS children have learnt basic skills in movement and how to move with confidence in a variety of ways.

COMPUTING
In EYFS children have experienced using I pads and used various programs on the interactive whiteboard .

ART
In the EYFS children have developed and use texture, colour, line, pattern, shape, form and space.

SCIENCE
In EYFS children ask questions about the natural world, They will understand some important processes and changes around them, including the seasons ,

INTENT
To navigate their local environment using directions to identify human and physical geographical features.

INTENT
To develop basic movements: running, throwing, catching, kicking. To develop balance, agility and coordination to apply in a range of activities.

Autumn 1: INTENT
To use a computer technology around us focusing on computers.

INTENT
To learn about line and the medium of pencil inspired by the famous artist Henri Matisse

INTENT
Think about what you already know about weather, look at weather forecasts and video your own school weather forecasts; do weather observations and make collages about the seasons; have fun with shadows; make a class weather station that can measure rainfall, wind direction and temperature.

Sequence of lessons:

1. Mapping lesson from the Royal Geography Society creating a plan of the classroom.
2. I can use simple compass directions and directional language (left or right, near or far)
3. I can create a simple map using pictures of school grounds and begin to make a simple key.
4. I can identify the difference between physical geographical features or human geographical features (beach, cliff, coast, forest, hill, mountain, sea city, town, village, factory, farm).
5. I can use google maps, atlases and use aerial photographs to study features of the local environment. I know that Truro is the only city in Cornwall I can use key vocabulary houses, park, train station, car park, police station,, road, viaduct, shop Truro Cathedral, school, viaduct, river, quay identifying if they are physical geographical features or human geographical features
6. I can use my knowledge so far to spot physical geographical landmarks or human geographical landmarks studied on our field trip to our local area.

Sequence of lessons:

Multi-skills and Fundamental movement skills:

1. I can throw and catch a ball.
2. I can balance with a partner.
3. I can change direction whilst moving.
4. I can accelerate from a stationary position.
5. I can work as part of a team to achieve a goal.
6. I can apply the fundamental skills to a small sided game.

Invasion games:

1. I can travel in different ways with control.
2. I can travel with a ball in different ways.
- 3 +4. I can travel with a ball in different directions.
5. I can pass the ball to another player.
6. I can use all the travelling and passing skills I have learnt in a game.

Sequence of lessons:

1. I can use technology safely using the acronym SMART. I can explain technology as something that helps us
2. I can identify the parts of a computer and begin to use my log in to sign into the computer.
3. I can use a mouse in different ways.
4. I can use a keyboard to type on a computer.
- 5 I can use a keyboard to edit text
6. I can create rules for using technology.

Outcome/composite
I can create a document on the computer using all my skills.

Autumn 2: INTENT
To use digital media to create digital painting.

Sequence of lessons:

1. I can use technology safely using the acronym SMART
2. I can describe different freehand tools
3. I can use shape and line tools
4. I can make careful choices when creating a digital picture.
5. I can explain why I used the tools I used
- 6 I can use a computer on my own to paint.
7. I can compare painting on a computer to painting on paper.

Outcome/composite
I can create my own digital art, talk about it and compare it to art on paper.

Sequence of lesson:

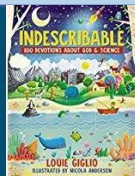
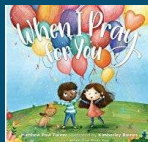
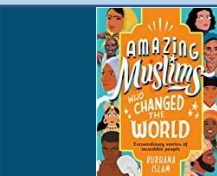
1. I know that line is used by artists and can name a famous artist that uses line. Children explore the famous artist Henri Matisse focusing on his line drawings of leaves and plants.
- 2&3. I can explore lines to create different effects. Children explore different types of lines created initially by string and then moving on to different types of pencil. They will become familiar with vocabulary associated.
4. I can use line to create 2d geometric shapes. Children explore how 2d shapes are made from connecting line and how observational drawings of objects initially come from basic 2d shapes.
5. I can use line to create an observational drawing of a leaf. Children learn to improve their drawing by repetition and focusing on adding detail.
6. I can use tone and texture with pencils. Revisiting cross hatching and developing tone to give drawings more depth.
7. I can use line, tone and texture to create an observational drawing of my choice.

Outcome/composite
To produce an observational pencil drawing of their choice using line and tone.

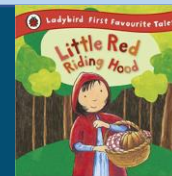
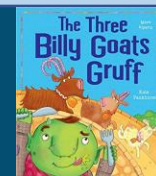
Sequence of lessons:

1. I can say what I know about weather. Children will explore vocabulary linked to this topic and their prior knowledge.
2. I can explain weather watching. Children will learn that weather changes and we can record weather patterns.
3. I can explain how shadows are formed and explore how they change.
4. I can set-up a weather station for rainfall. Children will explore how rain can be measured.
5. I can set-up a weather station for wind direction. Children will explore the force of wind and explore how to record the direction the wind is moving.
6. I can set-up a weather station for temperature. Children will explore how temperature can be measured.
7. I can present what I know about weather to an appropriate audience

Outcome/composite
To present their findings from their weather station to another class.



Reading opportunities across the Sunrise Curriculum



Sunrise Curriculum Summer Sequence - Year 1

Autumn 1: Friendship-The story of the Paralysed Man... friends who go above and beyond to show they care. (Luke 5)
Autumn 2 : . Trust – The story of Mary... trusting God with the future and doing what’s been asked of you. (Luke1)



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

Children will be introduced to the concept of ‘old’ and ‘new’ and look at similarities and differences between toys of today and toys in the past (60 years ago).

1. I know at least 3 different ways of finding out about the past.

2. I can talk about the toys that I play with now.

3. I can talk about my life when I was younger. I can say what is different about my life now compared to when I was younger.

4. I can talk about what toys my parents played with when they were younger.

5. I can talk about what toys my grandparents played with when they were younger.

6. I can talk about how toys have changed over the last 60 years.

Outcome/ Composite children will form a response to the main enquiry for this unit, How have toys changed since our grandparents were little?

DT

Experience of using construction kits to build walls, towers and frameworks. Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper

INTENT

Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.

Sequence of lessons:

- I can evaluate different play equipment. explore structures such as playground equipment, street furniture, walls, towers and bridges e.g. What are the structures called and what is their purpose? Who might use them?
- I can explore joining and shaping techniques with a range of tools. Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools
- I can design a piece of play equipment Discuss with the children what structure they will be designing, making and evaluating e.g. Who will your product be for? What will be its purpose?
- 4 and 5 I can make a model of a piece of play equipment. Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices.
6. I evaluate my play structure. Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.

Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Outcome/ Composite Children will Evaluate their product, the user and whether it meets the original design criteria.

RE

Children in EYFS have been introduced to Christian themes of creation, incarnation and salvation. They have also compared different religious special places, stories and belonging.

Autumn 1:INTENT

To 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.

Sequence of lessons:

- I can explore what is a creator and who I think created the natural world.
- I will learn Christians and Jews believe that God created the world and this is described in Genesis 1.
- I will explore the story Genesis 1 in different ways including roleplay, drawing and retellings.
- I will sequence Genesis 1 in a series of my own pictures gathering vocabulary about the story.
- I will learn one-way Christians celebrate creation is to be thankful to God the creator. (Link to Sukkot as a future topic).
- Experience a Harvest Festival celebrating the creation of the world and giving thanks. (Global Links)

Outcome/composite : Take part in the Harvest Festival understanding its link to Genesis 1 and care for God’s world by supporting a worthy cause.

Autumn 1:INTENT

To compare belonging to a faith community through their expressions of faith, rituals and ceremonies.

Sequence of lessons:

- 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
- 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
- I can give an example of how a person from different faiths might show they love people
- I will be able to talk about how different faith welcome babies into the world
- I will learn how different faiths celebrate the birth of a baby through ceremonies
- I will learn how different faiths show belonging through marriage.

Outcome/composite: I can give examples of ways in which belonging within faith communities. To contribute to their community through church links.

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

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

Autumn 1: Being Me in My World

- I can use my Jigsaw Journal
- I can understand the rights and responsibilities as a member of my class
- I can understand the rights and responsibilities for being a member of my class
- I know my views are valued and can contribute to the Learning Charter
- I can recognise the choices I make and understand the consequences
- I can understand my rights and responsibilities within our Learning Charter

Outcome/composite: Creating a whole school learning charter.

INTENT:

Autumn 2: Celebrating Differences

- I can identify similarities between people in my class
- I can identify differences between people in my class
- I can tell you what bullying is
- I know some people who I could talk to if I was feeling unhappy or being bullied
- I know how to make new friends
- I can tell you some ways I am different from my friend

Outcome/composite: Creating Gingerbread people focusing on differences and similarities, and the special qualities/characteristics the children may have.

Music

In EYFS they have experienced Nursery rhymes and clapping games.

INTENT

Children will learn to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.

Sequence of lessons:

- I can learn to sing our class song Hey You. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
- I can use musical instruments in my performance of our class song Hey You. Children will build pulse rhythm and pitch using glockenspiels.
- I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Hey You.
- I can compose a musical section to add to our performance. Children will learn to improvise and add a class composition section to our performance of our class song Hey You.
- 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

You will Listen & Appraise reggae and hip-hop and continue to embed the concepts of music through games and singing.

Sequence of lessons:

- I can learn to sing our class song Rhythm in the Way We Walk. Children will focus on their listen and appraise skills.
- I can use develop singing skills in my performance of our class song focusing on verse 2.
- I can use develop singing skills in my performance of our class song focusing on verse 3.
- I can learn to sing our class song Banana Rap. Children will focus on their listen and appraise skills
- I can use develop singing skills in my performance of our class song focusing on verse 2.
- I can use develop singing skills in my performance of our class song focusing on verse 3

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

Opportunities for Cornish curriculum

Visit to the local environment and learn about Cornwall’s only city Truro geographically. To visit the local library to hear Cornish stories.