











Class: Buds	Curriculum Theme: Wild Cornwall <i>This project is about Cornwall, pupils will learn about its past linked to the seaside. They will understand more about seashores and the seas that surround the UK. They will understand more about animals and plants that live in our local habitats.</i>	Term: Spring 1
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Locality:	Engaging:	Ambitious and aspirational:	Purposeful:
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Sequence of Learning							
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Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History	Year 1 - comparing toys of the past with parents and grandparents Intent - How has life at the seaside changed - changes within living memory.	Retrieval quiz - what do you already know about the seaside?	How did seaside holidays become popular? 	How do we know what holidays were like 100 years ago? (enquiry using evidence) Use photographs and paintings to make deductions. 	How have seaside holidays changed over the past 100 years? (similarities and differences) Chronology To be able to order seaside holidays in chronological order.				Talk about the seaside in the past and compare it to today.
Geography	Year 1: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Intent: Children to have a clear understanding of the seas surrounding the UK and the features of a seaside town. They understand the difference between a sea and an ocean and know the 7 continents and 5 oceans.	Where are seaside towns located? (locational knowledge) Revisit Y1: What are the seas that surround the UK? To be able to name and locate the seas which surround the UK.	What is a seaside town and how would you recognise one? Describe a seaside town in Cornwall (St Ives/ Marazion) To be able to describe a seaside town in Cornwall.	What are the human and physical features of a seaside town? Fieldwork Seaside Town/ St Ives To be able to recognise the human and physical features of a seaside town.	What are the similarities and differences between a rural village and seaside town? To be able to recognise the similarities and differences between a rural village and a seaside town.	What is the difference between a sea and an ocean? How many oceans are there and what are they called? Where are the oceans located? Revisit from Y1	What is a continent? How many continents are there and what are they called? To be able to name the continents.	Where are the continents located? To be able to locate the continents on a map using an Atlas.	Children will be able to locate a seaside town on a map and describe its human and physical features. Place Knowledge: Children will be able to compare the local area and St Ives or Marazion (seaside town) to a contrasting location in the UK/ Truro (City) / Chacewater Village.
Science	Year 1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common	To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.	To be able to identify that most living things live in habitats to which they are suited.	To be able to describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they	To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.	To be able to describe how animals obtain their food from plants and other animals.	To understand a simple food chain, and identify and name different sources of food.		Be able to create a habitat to show where animals and plants live and in particular coastal habitats/ seals.

	<p>animals that are carnivores, herbivores and omnivores</p> <p>Intent: In this unit children will learn about a variety of habitats and the plants and animals that live there.</p>	 <p>Observing closely</p> <p>TAPS assessment</p>		<p>depend on each other.</p>  <p>Observing closely</p>					
Computing	<p>Intent - This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p>	<p>Robot Algorithms To be able to understand and give instructions.</p>	<p>Robot Algorithms To know the importance of the order of instructions.</p>	<p>Robot Algorithms To be able to make logical predictions.</p>	<p>Robot Algorithms To be able to create a mat for a floor robot.</p>	<p>Robot Algorithms To be able to design algorithms to move robots around the mat.</p>	<p>Robot Algorithms To be able to debug and fix errors on programs.</p>		<p>The children will be able to design algorithms by inputting information and be able to recognise and fix programs.</p>
<p>Art: Expressive painting Artist: Marela Zacarias</p> 	<p>Intent -</p>	<p>Introduce Marela Zacarias in sketchbook LF: to be able to explore an artist's work.</p> 	<p>LF: to be able to recognise primary colours and mix secondary colours and experiment with hues by changing the amount of primary colour I add.</p>	<p>LF: To be able to identify different brushwork used by old masters Van Gogh and Cezanne.</p>	<p>LF: To be able to use a continuous line to make a loose drawing from a still life using pencil and a soluble pen.</p>	<p>LF: To be able to introduce colour by using paper and paint to create a gestural painting with mark making.</p>	<p>LF: To be able to reflect on my work based on the work from the artist.</p> <p>Sketch book evidence.</p>		<p>The children will explore using primary and secondary colours through expressive mark making, connecting colour, through abstract work.</p> <p>Children will explore the brush work of two old masters and be able to share their opinion of an artist's work before drawing their own still life drawing, adding colour, texture and gestural paintings using paint.</p>
RE	<p>What makes some people and places in Cornwall Sacred? 1.8</p> <p>Intent: Understand how some places and people are sacred within Cornwall.</p> <p><u>Vocabulary</u>: sacred, holy, respect, precious, belongings, church, synagogue, mosque, symbols, worship.</p>	<p>Which places are important to me? Where is a sacred place for believers to go? To be able talk about why some people like to belong to a sacred building or a community.</p> 	<p>Which place of worship is sacred for Christians? To be able to identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Which place of worship is sacred for Jewish people? To be able to give examples of stories, objects, symbols and actions used in synagogues which show what people believe.</p> 	<p>Which place of worship is sacred for Muslims? To be able to give simple examples of how people worship at a mosque.</p>	<p>How are places of worship similar? Why are places of worship important to our community? To be able to talk about what makes some places special to people and what is similar between religious and non-religious special places.</p> 	<p>How are places of worship different? Why are places of worship important to our community? To be able to talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> 		<p>Understand the main features of a place of worship in Christianity.</p> <p>Explain and make comparisons between places of worship.</p>
RHSE	<p>Year 1: Our special people Caring and responsibilities : Special people in our communities</p> <p>We will explore why people are special and how they care for and keep one another safe. Pupils will understand</p>	<p>To know about the people who help us in our communities and understand how these people help us.</p>	<p>To understand what keeps us safe in our school and community of Chacewater.</p>	<p>To understand the groups and communities that people belong to.</p>	Natterhub	Natterhub	Natterhub		<p>Be able to explain the community that I belong to and understand the groups and communities that people belong to.</p>

	their responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.								
PE	Real Dance - NC PE1/1.1c	Shapes solo	Partnerings Circles	Circles solo	Partnering circles	Artistry - abstraction	Artistry - making movement patterns		Dance solo and also with a partner making movement patterns.
PE	Physical Education: Unit 3 Cognitive NC PE1/1.1a	Be able to order instructions, movements and skills.	Be able to recognise similarities and differences in performance.	Be able to explain why someone is working or performing well.	On a line: be able to walk fluidly, lifting knees to 90°/lifting heels to bottom	Stance: be able to stand on a low beam with good stance for 10 seconds			Pupils are able to apply skills learnt into a routine with control when performing.

Reading Opportunities

