

REAL PROJECTS



R rigorous

E engaging

A authentic

L learning



Help EYFS solve a problem, making traps using their instructions to trap a naughty elf.

Term: Autumn Term 2017
Class: Green/ Orange/ Lime

Classroom Immersion:

Castle, Vines, dragon, fairy doors, elf on the shelf. Dragons eggs, Tree Sprites and Mushrooms. Creature Ideas - Dragon, Unicorn, Reindeer, Piskies, Fairies, Kraken, trolls, ogres, gnomes, dwarves, elves, mermaids.

Trips/Experiences: Tanglewood and Pendennis Castle.

Experts: John Tallon



How can you trap a magical creature?

Literacy:

- Trip recount
- Read main text Tell Me a Dragon by Jackie Morris-children to write own descriptions of the dragons in their egg
 - Dragon counting rhyme
- Role play, sequence, story map and innovate the story of The Princess and the Dragon using Pie Corbett.**
- Wanted posters /newspaper articles to find the dragon. (Eggs stolen from classroom crime scene set up.)
- Non fiction writing about castles-PDR-Adult led
- Making their own dragon stew recipe-PDR-Adult led
- Making a dragon passport -PDR-Adult led

Maths:

Wk1-3 Place Value
Wk4-6 Addition and subtraction

Science:

- Carnivores, herbivores, food chains and habitats comparing dragons to other animals.(dinosaurs?)
- Materials of castles

Dates: 6.9.17 - 20.10.17

Outdoor learning:

- Trip to Pendennis Castle to find dragon eggs
- Collecting ingredients for a stewed 5 crooked sticks
- Making own recipe for dragon stew
- Storytelling with expert and own stories

Mini Project

Launch-trip to Pendennis Castle and set the scene

Pie Corbett style of retelling and story writing

Expert-John Brolly

Mini Outcome:

Innovated The Princess and the Dragon to share with EYFS

Humanities:

- History of Castles and it's uses-label/defences/ changes/materials
- Positioning of Castles
- Chronological events
 - Put things in order significant to themselves.
 - Put things in order within the topic.
- Use of sources
 - People, photographs, Personal Opinions and facts.
 - Offers opinions and facts with some reasoning.
- Historical Enquiry
 - Who? Where? When? Why?
 - Answer simple questions relating to the topic.
 - To talk simply about why something happened.
 - Explore a particular event and how it affected people at the time.
- Vocabulary
 - Past , present, future Language specific to topic (e.g. mummified)

Creative:

- Art skills week incorporating castles, dragons
- Draw what they think their dragon may look like inside their egg-hatching, shading, lines
- Clay dragons -PDR-Adult led
- Needle work -PDR-Adult led

RE/Virtues/PSHE

- Virtues morning with the parents
- E-safety-Hectors World
- Diwali Day-19.10.17 Hindu Festivals-Ask it all Ava
- How and why are Hindu festivals celebrated by British Hindus?

Computing:

- Dragon dressed Bee Bots.
- Daisy the Dinosaur for coding and programming
- FX app to create a scene with a dragon.
- E-safety-Hectors World

PE:

- All Dragon gymnastics following Real Gym/ FUNs
- 2 Classes swimming Lime-early lunch
- Orange-late lunch
- Green-Orienteering on Friday

Objectives covered:

Writing:

Hold a pencil correctly.

Letter, capital letter, word, singular, plural, full stop, question mark, exclamation mark, **conjunction**.

Noun, noun phrase, statement, question, exclamation, command, **adjective**, verb, **suffix**, **adverb**, tense, **apostrophe**, comma, **conjunction**.

Hold a pencil correctly. Form lower case letters, starting and finishing in the right place.

Form lower case letters of the correct size relative to one another. Joining letters diagonally and horizontally.

Say out loud what they are going to write about. Use a variety of adjectives.

Re-read what has been written to make sure it makes sense. Discuss writing with others.

Write about personal experience and the experience of others, real events, poetry and for different purposes. Evaluate writing with others and suggest improvement. Re-read to make sure writing makes sense. Check for errors in spelling, grammar and punctuation. Begin to write in paragraphs. Use organisational devices in non-fiction, e.g. subtitles. Add suffixes to **adjectives** -ful, -less.

Turn adjectives into adverbs using -ly, -est, -er. Join sentences with the **conjunctions**: when, if, or, because, but, and. Use a variety of openers.

Join words and sentences using the **conjunctions** and, because, but. Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped.

Maths:

Count in steps of 2, 3 and 5 from zero and in tens from any number. Recognise the place value of any 2 digit number. Identify numbers and answers on a number line. Compare and order numbers from 0 up to 100 and use < and = signs. Read numbers to at least 100 in numerals and words. Use objects to solve problems with addition and subtraction. Solve simple addition and subtraction questions mentally.

Recall and use addition facts to 20 **fluently**. **Add and subtract two digit numbers and ones, tens and then units. Recognise that adding is the inverse of subtraction.**

Count in multiples of 4, 8, 50 and find 100 more or less than a given number.

Recognise the value of each digit in 3 digit numbers.

Compare and order numbers to 1000.

Read and write numbers up to 1000 in numbers and words.

Solve a range of practical number problems.

Add and subtract numbers mentally, including: a three digit number and ones e.g. 349+6 and three digit numbers and tens and hundreds.

Confidently use column addition to add and subtract.

Estimate the answers to calculations.

Know that adding is the inverse of subtraction.

Science:

Identify living things live in habitats to which they are particularly suited and how these provide basic needs.

Identify/name a variety of plants/animals in a variety of habitats

* describe simple food chains

Identify and compare the uses of everyday materials.

Identify carnivores, herbivores & omnivores.

Explain the difference between things that are living and things that have never been alive

Observe closely using simple equipment.

Perform simple tests.

Identify and classify.

Record findings: drawings, diagrams, photographs, simple prepared formats, such as tables and charts, tally charts and displays.

Observe closely using simple equipment.

Perform simple tests.

Identify and classify.

<p>Art/DT: Y1</p> <p>Materials Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink. Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Expression and Imagination: Create Art from imagination. Create a piece of Art that is responding to an experience.</p> <p>Techniques: Explore line and mark making in different ways. Work with a variety of different brushes. Threading and using a needle to create a stitch. Colour mixing. Use a range of tools (sponges, fabric) to begin to experiment with texture.</p> <p>Artists: Explore a range of work by other artists, craft makers and designers. Be able to give their opinion and say why they like/dislike the work of other artists.</p>	<p>DT: Y1</p> <p>Design Design and make purposeful and functional products. Use pictures and words to convey what they want to design and make. Describe and explain what they are making, how it works and what they need to do next.</p> <p>Make Name the tools you are using. Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape. Join appropriately for different materials and situations. Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.</p> <p>Evaluate Explore existing products. 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>Tech Knowledge Build structures using different materials Begin to make suggestions to make structures stronger and more stable Begin to explore mechanisms such as levers, wheels and axels</p>	<p>Art: Y2</p> <p>Materials Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques. Simple dyeing techniques including tie dying, and printing. Work with a range of paints including powder, ready mix and block.</p> <p>Expression and Imagination: Respond to a range of stimuli. Begin to give reasons for choice of materials and colours.</p> <p>Techniques: Practise a variety of methods for dyeing material. Explore shading with a pencil. Creating light and dark colours by tinting. Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.</p> <p>Artists: Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists.</p>
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<p>Computing: Y1</p> <p>Technology in the real world: Use different font sizes, colours and effects. Select appropriate images to add to work. Develop an awareness of appropriate language in an email.</p> <p>Programming Know what algorithms are and how they are used. Understand how algorithms impact programming.</p> <p>Purposeful application Recognise how ICT is used beyond school. Use technology to create digital content. E-Safety Know what to do if they see something inappropriate online. According to schools E-safety policy and acceptable use policy.</p>	<p>DT: Y1</p> <p>Design Design and make purposeful and functional and appealing products. Use drawings with notes to record ideas as they are developed. Discuss their work as it progresses.</p> <p>Make Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills. Select materials from a limited range to meet design criteria.</p> <p>Evaluate Explore and evaluate existing products. Talk about their developing designs and identify good points and areas to improve throughout the design process. Evaluate their product and its appearance against a design criteria.</p> <p>Tech Knowledge Build structures and investigate how they can be made stronger, stiffer and more stable. Use a range of materials to create models with wheels, axels or hinges.</p>	<p>Computing: Y2</p> <p>Technology in the real world: Use different font sizes, colours and images to communicate meaning for a given audience. Use presentation software. Log on to an email or blog. Use appropriate language in a simple email.</p> <p>Programming Understand that programmes are a sequence of simple instructions. Create and test a simple programme.</p> <p>Purposeful application Create and implement simple programmes on digital devices. Use technology to create, organise, store, manipulate and retrieve digital content. E-Safety Know what personal information is and why they need to keep it private. Use technology safely and respectfully.</p>
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity God	Christianity Jesus: the Teacher and Healer	Christianity The Christian Way of Life	Christianity The Church	Hinduism Family, community and traditions	Hinduism Concepts, Truths and Values
OD	Does God exist?	Jesus: Jesus a special person?	Who are my neighbours and should I love them as I love myself?	Should Christians go to church?	Are family members more important than other members of our community?	Should we always be loved and kind?
AA	What does God mean to Christians?	Why do Christians today look to Jesus as a role model and what does it mean to do so?	How do Christians choose new role models?	What do Christians value most about going to church?	How important is the family to British Hindus?	How do Hindus today compare themselves to God and what does this mean to them?
HH	Can we learn anything about God from exploring the world around us?	What does a Christian's service communicate to us about Jesus?	Can serving others help me understand why Christians do things differently?	What does it feel like to participate in church worship?	How does it feel to treat members of our community like a family?	What does it feel like to be a Hindu?
SS	What do the Old Testament stories teach us about God and his covenant?	How do we make sense of the Christian story?	How do stories about your heroes/likes compare to the lives of Christian women?	How is belonging to a church like being a character in a story shared with others?	How do our stories of loving and meeting people and places provide us with understanding of our lives in Britain?	What truths are contained in Hindu stories?

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Hinduism Sanskrit Stories of important scriptures, e.g. - Bhuli	Hinduism Festivals Important festivals, e.g. - Dusli	Christianity The Bible The nature of the Bible	Christianity The Church Key features of Jesus' life	Christianity The Church Characteristics of the Church	Christianity Carnival Carnival as a place of spiritual inquiry The carnival
OD	Are stories in the Hindu scriptures true?	Did the events celebrated on these festivals really happen? Does it matter?	Is the Bible a holy or sacred book?	Should Christians go to church?	Can time be special?	Can stories, such as those of the Carnival, inspire us today?
AA	What do the stories of Rama and Krishna mean to British Hindus today?	How and why are Hindu festivals celebrated by British Hindus today?	Why is the Bible important to Christians today?	What does the Bible mean to Christians today?	What does it mean to belong to a church?	What does Carnival mean to Christian pilgrims today?
HH	What does it feel like to explore Hindu scriptures for ourselves?	What does it feel like to explore activities associated with Hindu festivals for ourselves?	What does it feel like to explore when we witness biblical events?	What does it feel like to explore something for ourselves?	What does it feel like to explore the way Christians express their faith as a church?	How does it feel to explore local places and festival days?
SS	Which events in Hindu stories make you feel important to you?	What do Hindu stories tell you about Hindu beliefs about God and creation?	How is the Bible story different from the Bible's Big Story?	How is Jesus' life in the Bible and Christian stories different?	How does the church's story help Christians to remember the story that is the heart of their faith?	How do Carnival stories compare to other Christian heroes and stories in your own life?

PSHE: Health and Wellbeing

Discuss ways to stay healthy and identify healthy foods.

Understand personal hygiene and know how diseases spread.

Make healthy choices and discuss reasons for choices.

Know how diseases spread and how to control them.

Identify how needs change through the life cycle.

Relationships

Recognise similarities and differences between people.

Define bullying and understand that it is wrong.

Understand that their behaviours and actions can impact on others.

Identify and respect differences between people.

Know how to deal with bullying.

Wider World

Begin to understand the difference between right and wrong and discuss rules within society.

Respond to simple questions.

Explain own views and listen to the views of others.

Understand the importance of money.

Understand fairness as a citizen concept. Express own views with reasons. Listen and respond to others views.

Know where money comes from and how it should be used. Understand how to look after the environment.

E SAFETY and DRUGS and ALCOHOL

Humanities:

Geography:

Locational Knowledge

Know the world has continents and oceans.

Know the 5 oceans Know the seven continents.

Know the 4 countries of the UK.

Know the capital cities of the UK and surrounding countries.

Place Knowledge

Know geographical features of the UK.

Compare features of the UK to geographical features of 1 chosen country.

Human and Physical Geography

Use some key vocabulary to describe features of the environment.

Know the typical weather of the UK.

Know hot and cold areas in relation to the equator.

Geographical Skills and Fieldwork

Use directional language (left or right, near or far).

Study features of the local environment.

Use maps, atlases and globes to identify the UK and selected other countries.

Construct basic maps using symbols in a key.

PE Y1

Gymnastics/ Athletics

Show control and coordination when travelling and balancing.

Roll, jump, throw and balance with some control.

Team games

Move or stop to catch or collect a ball.

Decide where to stand to make it difficult for the opposing team.

Dance and movement

Perform some simple dance moves.

Demonstrate rhythm and control.

Outdoor Adventurous activities

Follow a simple course using a basic map. Willingness to work and communicate as part of a team.

Basic Skills Hit a ball with a bat. Throw and kick a ball in different ways.

Music:

Singing and Performing

Sing songs and chants rhymes with some expression.

Experiment to create accompaniments using instruments.

Perform to an audience.

Sing songs creatively adding accompaniments. changing the words and musical qualities.

Add accompaniments to create and combine sounds using tuned and untuned instruments.

Composing

Explore different instruments and ways of making a sound with them.

Begin to use symbols to represent sounds.

Begin to use technology to record sounds.

Adapt symbols representing music to show changes in dynamics.

Choose and control sounds to create different moods and effects.

Listening and Appraising

Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.

Respond to different moods in music.

Understand how different musical elements combined can create a mood.

Identify different instruments used in a piece of music.

Humanities:

History:

Chronological events

Put things in order significant to themselves.

Put things in order within the topic.

Use of sources

People, photographs, Personal Opinions and facts.

Offers opinions and facts with some reasoning.

Historical Enquiry

Who? Where? When? Why?

Answer simple questions relating to the topic.

Analyse and evaluate the impact of significant people/events in history

To talk simply about why something happened.

Explore a particular event and how it affected people at the time.

Vocabulary

Past, present, future Language specific to topic (e.g. mummified)

Language specific to topic (e.g. mummified)

KS1:

Changes within living memory.

Events from the past centuries e.g. The Great fire of

London, The first Airplane flight (nationally or globally)

Significant individuals from the past to compare life in

different periods e.g. Kings and Queens, Explorers e.g.

Christopher Columbus and Neil Armstrong. Florence

Nightingale, Mary Seacole, Rosa Parks.

Historical events, people and places in their locality e.g.

The history of Penzance etc.

PE Y2

Gymnastics/ Athletics

Balance on different points of the body.

Travel at different speeds in a variety of ways.

Jump with accuracy from a standing position.

Team games

Decide on the best position and move accordingly.

Understand basic tactics of a game.

Dance and movement

Perform dance actions with control and co-ordination.

Link two or more actions together.

Outdoor Adventurous activities

Developing knowledge of maps and diagrams to travel around a course. Be aware of safety.

Basic Skills: Choose appropriate rolling, kicking and hitting skills within games.

Literacy:

- Julia Donaldson flip flap book
- I've chosen this animal because...

Dates:30.10.17

Outdoor learning:

Creative:

- Design and draw their magical creature-Axel Scheffler/Tony Meeuswissen Use Jeremy P as an expert

Maths:

Wk 7 Place Value

Mini Project

Launch: Face painting
Research 3 animals for artwork
Use Jeremy P as an expert

Mini Outcome

To create our own magical creature

RE/Virtues/PSHE

- Patience circle time activities

Science:

- Adaptation in creatures-Why are polar bears white? Why does a leopard have spots? etc

Humanities:

Computing:

- Research facts about animal and make a Pic Collage using fonts and pictures.

PE:

- All Dragon gymnastics following Real Gym/ FUNs
- 2 Classes swimming Lime-early lunch
Orange-late lunch
- Green-Orienteering on Friday

Objectives covered:

Writing:

Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped. Join words and sentences using the **conjunctions** and, because, but.

Expand noun phrases to describe, e.g. the green grass. Add suffixes to **adjectives** -ful, -less.

Turn adjectives into adverbs using -ly, -est, -er. Join sentences with the **conjunctions**: when, if, or, because, but, and.

Maths:

Recognise the place value of any 2 digit number.

Recognise the value of each digit in 3 digit numbers.

Science:

Describe/compare the structures of common animals.

Art/DT: Y1
Materials
Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
Use a range of textile equipment including beads and fabric/ thread for sewing.
Expression and Imagination:
~~Create Art from imagination.~~
Create a piece of Art that is responding to an experience.
Techniques:
Explore line and mark making in different ways.
Work with a variety of different brushes.
Threading and using a needle to create a stitch.
Colour mixing.
Use a range of tools (sponges, fabric) to begin to experiment with texture.
Artists:
~~Explore a range of work by other artists, craft makers and designers.~~
Be able to give their opinion and say why they like/dislike the work of

DT: Y1
Design
Design and make purposeful and functional products.
Use pictures and words to convey what they want to design and make.
Describe and explain what they are making, how it works and what they need to do next.
Make
Name the tools you are using.
Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape.
Join appropriately for different materials and situations.
Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.
Evaluate
Explore existing products.
Say what they like and do not like about products they have made.
Consider and explain how the finished product could be improved.
Tech Knowledge
Build structures using different materials
Begin to make suggestions to make structures stronger and more stable
Begin to explore mechanisms such as levers, wheels and axels

Art: Y2
Materials
Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.
Simple dyeing techniques including tie dying, and printing.
Work with a range of paints including powder, ready mix and block.
Expression and Imagination:
~~Respond to a range of stimuli.~~
Begin to give reasons for choice of materials and colours.
Techniques:
Practise a variety of methods for dyeing material.
Explore shading with a pencil. Creating light and dark colours by tinting.
Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.
Artists:
~~Continue to explore and be exposed to work by other artists and designers.~~
~~Be able to describe the similarities and differences between pieces of work by other artists.~~
~~Work alongside an artist in order to make links to their own work.~~

Computing: Y1
Technology in the real world:
~~Use different font sizes, colours and effects.~~
~~Select appropriate images to add to work.~~
Develop an awareness of appropriate language in an email.
Programming
Know what algorithms are and how they are used.
Understand how algorithms impact programming.
Purposeful application
Recognise how ICT is used beyond school.
Use technology to create digital content.
E-Safety
Know what to do if they see something inappropriate

DT: Y1
Design
Design and make purposeful and functional and appealing products.
Use drawings with notes to record ideas as they are developed.
Discuss their work as it progresses.
Make
Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills.
Select materials from a limited range to meet design criteria.
Evaluate
Explore and evaluate existing products.
Talk about their developing designs and identify good points and areas to improve throughout the design process.
Evaluate their product and its appearance against a design criteria.
Tech Knowledge
Build structures and investigate how they can be made stronger, stiffer and more stable.
Use a range of materials to create models with wheels, axels or hinges.

Computing: Y2
Technology in the real world:
~~Use different font sizes, colours and images to communicate meaning for a given audience.~~
~~Use presentation software.~~
Log on to an email or blog.
Use appropriate language in a simple email.
Programming
Understand that programmes are a sequence of simple instructions.
Create and test a simple programme.
Purposeful application
Create and implement simple programmes on digital devices.
Use technology to create, organise, store, manipulate and retrieve digital content.
E-Safety
Know what personal information is and why they need to keep it private.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity God	Christianity Jesus: the Teacher and Healer	Christianity The Christian Way of Life	Christianity The Church	Hinduism Family, community and traditions	Hinduism Concepts: Truths and Values
DD	Does God exist?	Jesus, Jesus: a special person?	Who are my neighbours and should I love them as I love myself?	Should Christians go to church?	Are family members more important than other members of our community?	Should we always be honest and truthful?
AA	What does God mean to Christians?	Why do Christians today look to Jesus as a role model and what does it mean to do so?	How do Christians choose how to live?	What do Christians value most about going to church?	How important is the family to British Hindus?	How do Hindus today choose the most ways to God and what does this mean to them?
HH	Can we learn anything about God from exploring the world around us?	What does a Christian's service communicate to us about Jesus?	Can seeing others help me understand why Christians do things for charity?	What does it feel like to participate in church worship?	How does it feel to treat members of our community like a family?	What does it feel like to treat members of our community like a family?
SS	What do the Old Testament stories teach us about God and his creation?	How do we make sense of the Christian story?	How do stories about your heroes' lives compare to the lives of Christian heroes?	How is belonging to a church like being a character in a story shared with others?	How do our stories of living and meeting people and places compare to the stories of living and meeting people and places in Hindu stories?	What truths are contained in Hindu stories?

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Hinduism Scriptures Names of important scriptures, e.g.	Hinduism Festivals Important festivals, e.g. - Dussehra	Christianity The Bible The nature of the Bible	Christianity Jesus as the Messiah Key features of Jesus' life	Christianity The Church Characteristics of the Church	Christianity Cornwall has a place of spiritual enquiry The Cornish left
DD	Are there any Hindu scriptures?	Did there ever celebrated in these that have only happened? Does it matter?	Is the Bible a holy or sacred book?	Should Christians go to church?	Can there be a special?	Can there be a special?
AA	What do the stories of Jesus and his life mean to British Hindus today?	How and why are Hindu festivals celebrated by British Hindus today?	Why is the Bible important to Christians today?	What does the Bible say to Christians today?	What does it mean to belong to a church?	What does Cornwall mean to Christian pilgrims today?
HH	What do we learn about God from exploring the world around us?	What do we learn about God from exploring the world around us?	What do we learn about God from exploring the world around us?	What do we learn about God from exploring the world around us?	What do we learn about God from exploring the world around us?	What do we learn about God from exploring the world around us?
SS	Which events in Hindu stories are you most interested in?	Which events in Hindu stories are you most interested in?	How is the Bible story similar to the Bible's Big Story?	How is Jesus' role in the Bible story different?	How does the church's year help Christians to remember the story that is the heart of their faith?	How does Cornwall's story compare to other Christian stories and places in your own life?

PSHE: Health and Wellbeing

Discuss ways to stay healthy and identify healthy foods.

Understand personal hygiene and know how diseases spread.

Make healthy choices and discuss reasons for choices.

Know how diseases spread and how to control them.

Identify how needs change through the life cycle.

Relationships

Recognise similarities and differences between people.

Define bullying and understand that it is wrong.

Understand that their behaviours and actions can impact on others.

Identify and respect differences between people.

Know how to deal with bullying.

Wider World

Begin to understand the difference between right and wrong and discuss rules within society.

Respond to simple questions.

Explain own views and listen to the views of others.

Understand the importance of money.

Understand fairness as a citizen concept. Express own views with reasons. Listen and respond to others views.

Know where money comes from and how it should be used. Understand how to look after the environment.

E SAFETY and DRUGS and ALCOHOL

Humanities:

Geography:

Locational Knowledge

Know the world has continents and oceans.

Know the 5 oceans Know the seven continents.

Know the 4 countries of the UK.

Know the capital cities of the UK and surrounding countries.

Place Knowledge

Know geographical features of the UK.

Compare features of the UK to geographical features of 1 chosen country.

Human and Physical Geography

Use some key vocabulary to describe features of the environment.

Know the typical weather of the UK.

Know hot and cold areas in relation to the equator.

Geographical Skills and Fieldwork

Use directional language (left or right, near or far).

Study features of the local environment.

Use maps, atlases and globes to identify the UK and selected other countries.

Construct basic maps using symbols in a key.

PE Y1

Gymnastics/ Athletics

Show control and coordination when travelling and balancing.

Roll, jump, throw and balance with some control.

Team games

Move or stop to catch or collect a ball.

Decide where to stand to make it difficult for the opposing team.

Dance and movement

Perform some simple dance moves.

Demonstrate rhythm and control.

Outdoor Adventurous activities

Follow a simple course using a basic map. Willingness to work and communicate as part of a team.

Basic Skills Hit a ball with a bat. Throw and kick a ball in different ways.

Music:

Singing and Performing

Sing songs and chants rhymes with some expression.

Experiment to create accompaniments using instruments.

Perform to an audience.

Sing songs creatively adding accompaniments. changing the words and musical qualities.

Add accompaniments to create and combine sounds using tuned and untuned instruments.

Composing

Explore different instruments and ways of making a sound with them.

Begin to use symbols to represent sounds.

Begin to use technology to record sounds.

Adapt symbols representing music to show changes in dynamics.

Choose and control sounds to create different moods and effects.

Listening and Appraising

Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.

Respond to different moods in music.

Understand how different musical elements combined can create a mood.

Identify different instruments used in a piece of music.

Humanities:

History:

Chronological events

Put things in order significant to themselves.

Put things in order within the topic.

Use of sources

People, photographs, Personal Opinions and facts.

Offers opinions and facts with some reasoning.

Historical Enquiry

Who? Where? When? Why?

Answer simple questions relating to the topic.

Analyse and evaluate the impact of significant people/events in history

To talk simply about why something happened.

Explore a particular event and how it affected people at the time.

Vocabulary

Past, present, future Language specific to topic (e.g. mummified)

Language specific to topic (e.g. mummified)

PE Y2

Gymnastics/ Athletics

Balance on different points of the body.

Travel at different speeds in a variety of ways.

Jump with accuracy from a standing position.

Team games

Decide on the best position and move accordingly.

Understand basic tactics of a game.

Dance and movement

Perform dance actions with control and co-ordination.

Link two or more actions together.

Outdoor Adventurous activities

Developing knowledge of maps and diagrams to travel around a course. Be aware of safety.

Basic Skills: Choose appropriate rolling, kicking and hitting skills within games.

Literacy:

- Trip recount
- Cheeky Elf to be doing naughty tricks when needed
- Make a potion to get the Christmas elves in-role play elf workshop
- How to trap a Pie Corbett interaction writing

Dates:6.11.17 - 20.12.17

Outdoor learning:

Making traps with John-learning ties etc
Trip to Tehidy/Tanglewood

Creative:

- Design and make a trap
- Making backing track music -dragon/fairy/elf for example.

Maths:

Wk 8-10 Addition and subtraction yr1
Multiplication and division yr2
Wk 11-12 Shape

Mini Project

Tanglewood/Tehidy
John as expert making traps

Mini Outcome:

Children make traps for capturing a creature for EYFS children. WB
4.12.17

RE/Virtues/PSHE

Christmas story/Nativity-How do we make sense of Christmas? See the story Susie
Self confidence, caring and thankfulness
virtues circle time activities in class.

Computing:

- Draw a magical creature using a set of instructions.(PPA with Aaron)
- Make QR codes about castle information

Science:

Humanities:

- History of castles timelines
- Put things in order significant to themselves.
- Put things in order within the topic.
- Use of sources
- People, photographs, Personal Opinions and facts.
- Offers opinions and facts with some reasoning.
- Historical Enquiry
- Who? Where? When? Why?
- Answer simple questions relating to the topic.
- To talk simply about why something happened.
- Explore a particular event and how it affected people at the time.
- Vocabulary
- Past, present, future Language specific to topic (e.g. mummified)
- Language specific to topic (e.g. mummified)

PE:

- All Dragon gymnastics following Real Gym/FUNs
- 2 Classes swimming Lime-early lunch
Orange-late lunch
- Green-Orienteering on Friday
- Dances for Christmas Nativity-using expert

Objectives covered:

Writing:

Letter, capital letter, word, singular, plural, full stop, question mark, exclamation mark, conjunction.

Noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense, apostrophe, comma, conjunction.

Hold a pencil correctly. Form lower case letters, starting and finishing in the right place.

Form lower case letters of the correct size relative to one another. Joining letters diagonally and horizontally.

Say out loud what they are going to write about. Use a variety of adjectives.

Re-read what has been written to make sure it makes sense. Discuss writing with others.

Write about personal experience and the experience of others, real events, poetry and for different purposes. Evaluate writing with others and suggest improvement. Re-read to make sure writing makes sense. Check for errors in spelling, grammar and punctuation. Begin to write in paragraphs. Use organisational devices in non-fiction, e.g. subtitles. Add suffixes to adjectives -ful, -less.

Turn adjectives into adverbs using -ly, -est, -er. Join sentences with the conjunctions: when, if, or, because, but, and. Use a variety of openers.

Join words and sentences using the conjunctions and, because, but. Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped

Sentences with different forms: statement, question, exclamation, command.

Maths:

Use objects to solve problems with addition and subtraction.

Solve simple addition and subtraction questions mentally.

Recall and use addition facts to 20 fluently.

Add and subtract two digit numbers and ones, tens and then units.

Recognise that adding is the inverse of subtraction.

Recall multiplication and division facts for the 3, 4 and 8 times tables.

Write and calculate mental calculations using multiplication and division.

Solve simple missing number problems.

Identify the properties of 2D (sides, lines of symmetry) and 3D shapes (edges, vertices and faces)

Compare and sort 2D and 3D shapes.

Identify 2D shapes on the surface of 3D shapes.

Draw 2D and some 3D shapes.

Identify right angles and know they are 90 degrees.

Identify horizontal and vertical lines.

Science:

Art/DT: Y1
Materials
Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
Use a range of textile equipment including beads and fabric/ thread for sewing.
Expression and Imagination:
Create Art from imagination.
Create a piece of Art that is responding to an experience.
Techniques:
Explore line and mark making in different ways.
Work with a variety of different brushes.
Threading and using a needle to create a stitch.
Colour mixing.
Use a range of tools (sponges, fabric) to begin to experiment with texture.
Artists:
Explore a range of work by other artists, craft makers and designers.
Be able to give their opinion and say why they like/dislike the

DT: Y1
Design
Design and make purposeful and functional products.
Use pictures and words to convey what they want to design and make.
Describe and explain what they are making, how it works and what they need to do next.
Make
Name the tools you are using.
Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape.
Join appropriately for different materials and situations.
Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.
Evaluate
Explore existing products.
Say what they like and do not like about products they have made.
Consider and explain how the finished product could be improved.
Tech Knowledge
Build structures using different materials
Begin to make suggestions to make structures stronger and more stable

Begin to

Art: Y2
Materials
Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.
Simple dyeing techniques including tie dying, and printing.
Work with a range of paints including powder, ready mix and block.
Expression and Imagination:
Respond to a range of stimuli.
Begin to give reasons for choice of materials and colours.
Techniques:
Practise a variety of methods for dyeing material.
Explore shading with a pencil. Creating light and dark colours by tinting.
Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.
Artists:
Continue to explore and be exposed to work by other artists and designers.
Be able to describe the similarities and differences between pieces of work by other artists.

Computing: Y1

Technology in the real world:

Use different font sizes, colours and effects.
Select appropriate images to add to work.
Develop an awareness of appropriate language in an email.

Programming

Know what algorithms are and how they are used.

Understand how algorithms impact programming.

Purposeful application

Recognise how ICT is used beyond school.

Use technology to create digital content.

E-Safety

Know what to do if they see something inappropriate

DT: Y1
Design
Design and make purposeful and functional and appealing products.
Use drawings with notes to record ideas as they are developed.
Discuss their work as it progresses.
Make
Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills.
Select materials from a limited range to meet design criteria.
Evaluate
Explore and evaluate existing products.
Talk about their developing designs and identify good points and areas to improve throughout the design process.
Evaluate their product and its appearance against a design criteria.
Tech Knowledge
Build structures and investigate how they can be made stronger, stiffer and more stable.
Use a range of materials to create models with wheels, axles or hinges.

Computing: Y2

Technology in the real world:

Use different font sizes, colours and images to communicate meaning for a given audience.

Use presentation software.

Log on to an email or blog.

Use appropriate language in a simple email.

Programming

Understand that programmes are a sequence of simple instructions.

Create and test a simple programme.

Purposeful application

Create and implement simple programmes on digital devices.

Use technology to create, organise, store, manipulate and retrieve digital content.

E-Safety

Know what personal information is and why they need to keep it private.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Christianity God	Christianity Jesus: the Teacher and Healer	Christianity The Christian Way of Life	Christianity The Church	Hinduism Family, community and traditions	Hinduism Concepts: Truths and Values
DD	Does God exist?	Jesus, Jesus, a special person?	Who are my neighbours and should I love them or I love myself?	Should Christians go to church?	Are family members more important than other members of our community?	Should we always be honest and truthful?
AA	What does God mean to Christians?	Why do Christians today look to Jesus as a role model and what does it mean to do so?	How do Christians choose how to live?	What do Christians value most about going to church?	How important is the family to British Hindus?	How do Hindus today choose the most ways to God and what does this mean to them?
HH	Can we learn anything about God from exploring the world around us?	What does a Christian's service communicate to us about Jesus?	Can seeing others help me understand why Christians do things for charity?	What does it feel like to participate in church worship?	How does it feel to treat members of our community like a family?	What does it feel like to treat members of our community like a family?
SS	What do the Old Testament stories teach us about God and his creation?	How do we make sense of the Christian story?	How do stories about your heroes/ lives compare to the lives of Christian heroes?	How is belonging to a church like being a character in a story shared with others?	How do our stories of living and meeting people and places compare to the stories of living and meeting people and places in Hindu stories?	What truths are contained in Hindu stories?

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Hinduism Scriptures Names of important scriptures, e.g.	Hinduism Festivals Important festivals, e.g.	Christianity The Bible The nature of the Bible	Christianity Jesus as the Messiah Key features of Jesus' life	Christianity The Church Characteristics of the Church	Christianity Cornwall has a place of spiritual enquiry The Cornish left
DD	Are there any stories in the Hindu scriptures?	Did there ever celebrate in these festivals?	Is the Bible a holy or sacred book?	Should Christians go to church?	Can there be a special place for the Church?	Can there be a special place for the Church?
AA	What do the stories of Jesus and the Bible mean to British Hindus today?	How and why are Hindu festivals celebrated by British Hindus today?	Why is the Bible important to Christians today?	What does the Bible say about Jesus?	What does it mean to belong to a church?	What does Cornwall mean to Christians today?
HH	What do we learn from when we explore Hindu scriptures for ourselves?	What do we learn from when we explore Hindu scriptures for ourselves?	What do we learn from when we explore the Bible for ourselves?	What do we learn from when we explore the Bible for ourselves?	What do we learn from when we explore the Bible for ourselves?	What do we learn from when we explore the Bible for ourselves?
SS	Which events in Hindu stories are important to you?	Which events in Hindu stories are important to you?	How is the Bible story similar to the Bible's Big Story?	How is Jesus' role in the Bible story different?	How does the church's year help Christians to remember the story that is the heart of their faith?	How does the church's year help Christians to remember the story that is the heart of their faith?

PSHE: Health and Wellbeing

Discuss ways to stay healthy and identify healthy foods.

Understand personal hygiene and know how diseases spread.

Make healthy choices and discuss reasons for choices.

Know how diseases spread and how to control them.

Identify how needs change through the life cycle.

Relationships

Recognise similarities and differences between people.

Define bullying and understand that it is wrong.

Understand that their behaviours and actions can impact on others.

Identify and respect differences between people.

Know how to deal with bullying.

Wider World

Begin to understand the difference between right and wrong and discuss rules within society.

Respond to simple questions.

Explain own views and listen to the views of others.

Understand the importance of money.

Understand fairness as a citizen concept. Express own views with reasons. Listen and respond to others views.

Know where money comes from and how it should be used. Understand how to look after the environment.

E SAFETY and DRUGS and ALCOHOL

Humanities:

Geography:

Locational Knowledge

Know the world has continents and oceans.

Know the 5 oceans Know the seven continents.

Know the 4 countries of the UK.

Know the capital cities of the UK and surrounding countries.

Place Knowledge

Know geographical features of the UK.

Compare features of the UK to geographical features of 1 chosen country.

Human and Physical Geography

Use some key vocabulary to describe features of the environment.

Know the typical weather of the UK.

Know hot and cold areas in relation to the equator.

Geographical Skills and Fieldwork

Use directional language (left or right, near or far).

Study features of the local environment.

Use maps, atlases and globes to identify the UK and selected other countries.

Construct basic maps using symbols in a key.

PE Y1

Gymnastics/ Athletics

Show control and coordination when travelling and balancing.

Roll, jump, throw and balance with some control.

Team games

Move or stop to catch or collect a ball.

Decide where to stand to make it difficult for the opposing team.

Dance and movement

Perform some simple dance moves.

Demonstrate rhythm and control.

Outdoor Adventurous activities

Follow a simple course using a basic map. Willingness to work and communicate as part of a team.

Basic Skills Hit a ball with a bat. Throw and kick a ball in different ways.

Music:

Singing and Performing

Sing songs and chants rhymes with some expression.

Experiment to create accompaniments using instruments.

Perform to an audience.

Sing songs creatively adding accompaniments, changing the words and musical qualities.

Add accompaniments to create and combine sounds using tuned and untuned instruments.

Composing

Explore different instruments and ways of making a sound with them.

Begin to use symbols to represent sounds.

Begin to use technology to record sounds.

Adapt symbols representing music to show changes in dynamics.

Choose and control sounds to create different moods and effects.

Listening and Appraising

Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.

Respond to different moods in music.

Understand how different musical elements combined can create a mood.

Identify different instruments used in a piece of music.

Humanities:

History:

Chronological events

Put things in order significant to themselves.

Put things in order within the topic.

Use of sources

People, photographs, Personal Opinions and facts.

Offers opinions and facts with some reasoning.

Historical Enquiry

Who? Where? When? Why?

Answer simple questions relating to the topic.

Analyse and evaluate the impact of significant people/events in history

To talk simply about why something happened.

Explore a particular event and how it affected people at the time.

Vocabulary

Past, present, future Language specific to topic (e.g. mummified)

Language specific to topic (e.g. mummified)

PE Y2

Gymnastics/ Athletics

Balance on different points of the body.

Travel at different speeds in a variety of ways.

Jump with accuracy from a standing position.

Team games

Decide on the best position and move accordingly.

Understand basic tactics of a game.

Dance and movement

Perform dance actions with control and co-ordination.

Link two or more actions together.

Outdoor Adventurous activities

Developing knowledge of maps and diagrams to travel around a course. Be aware of safety.

Basic Skills: Choose appropriate rolling, kicking and hitting skills within games.

Resources:

-Our instructions for how to trap a magical creature.

FINAL OUTCOME

What: EYFS have a problem trapping a magical creature. Call on us to use our interactions and skills to trap it. Children to work with EYFS to follow instructions and trap the beast!!!

Where: On school grounds

When: WB 4.12.17

Costs:

None

Adults and responsibilities:

Katie Mungles
Sarah Trow
Liam Luzmoor-Exhibition
Louise Nicholls

Work to be displayed:

-Exhibition in Phase 1 for parents to share children's work.

Children input:

- Leading How to trap a.... with EYFS children

Virtues timetable

Week 1 4/9	Unity	Week 23 5/3	Honesty
Week 2 11/9	Friendliness	Week 24 12/3	Justice
Week 3 18/9	Co-operation	Week 25 19/3	Flexibility
Week 4 25/9	Helpfulness	Week 26 26/3	
Week 5 2/10	Respect	Week 27 16/4	Determination
Week 6 9/10	Courage	Week 28 23/4	Generosity
Week 7 16/10			
Week 8 30/10	Patience	Week 29 30/5	Excellence
Week 9 6/11		Week 30 7/5	Self - discipline
Week 10 13/11	Self - confidence	Week 31 14/5	Forgiveness
Week 11 20/11		Week 32 21/5	
Week 12 27/11	Caring	Week 33 21/5	Creativity
Week 13 4/12			
Week 14 13/12	Thankfulness	Week 34 4/6	Love
Week 15 1/1	Enthusiasm	Week 35 11/6	
Week 16 8/1	Trust	Week 36 18/6	Courtesy
Week 17 15/1	Peacefulness	Week 37 25/6	
Week 18 22/1		Week 38 2/7	Compassion
Week 19 29/1	Kindness	Week 39 9/7	
Week 20 5/2		Week 40 16/7	Joyfulness
Week 21 19/2	Perseverance	Week 41 23/7	
Week 22 26/2			

To be covered: Optimism, Loyalty, Tolerance, Understanding

