

REAL PROJECTS



R rigorous

E engaging

A authentic

L learning



Creating boats to sail at the boating lake.
Charity fundraiser for the RNLI creating lighthouse tiles to be sold.



How safe is the sea?

Jobs/Continuous Provision

- Label parts of ship.
- Collect images of ships for Pic Collage.
- Picture of ships (sinking/afloat)
- Tracing images of ships.
- Beach Art.
- Junk Modelling.
- Sculpture.
- Lego Modelling.
- Colouring.
- Sources of light.
- Painting of ships sinking/afloat
- Creating candle holders.
- Designing and creating lanterns.

Jobs/Continuous Provision

- The Lighthouse - Literacyshed.
- BBC Clips Blue Peter Segment.
- Shipwrecks BBC clips.
- Video own news report (Green Screen).
- Virtual tour of the a shipwreck.
- How did the unsinkable Titanic- Youtube
- Write own Menu for ship.
- Picture prompt writing.
- Draw a map of the route of the Titanic.
- Label the oceans and continents.
- Christmas crafts.

Jobs/Continuous Provision

- Postcards.
- Labelled cross section of ship.
- Design own soap packaging.
- Facts about Penlee Lifeboat for wall.
- Comparison of shipwrecks before and after Trengrouse.
- Exhibition Invitation.
- Tom Bawcock art.
- Mousehole Cat inspired stories - about Mowzer's children.
- Lantern design and make.
- STEM projects.
- Knots.
- How lifeboats have changed over the years.

Term: Autumn 2021

Class: Phase 1

Classroom Immersion:

Underwater theme, Sunken ships, Lobster pots, Fish

Trips/Experiences:

National Maritime Museum, Falmouth
Anson Memorial and Helston Museum
Pendeen Lighthouse

Experts:

Seth Hall, Gerald Cameron, PZ Dive Club
Pru's Lighthouse Keeping friend
Art student to help create clay tiles

Literacy:

Set of instructions for creating boat.
Begin building 'shipwreck' Fact-file detailing geography of Cornwall- lighthouses and shipwrecks.
Recount of trip.

Spag .

Literacy Jobs
Accelerated Reader
Handwriting

Launch - Maritime Museum - focus on Wrecks.

Outdoor learning:
Maritime Museum
Beach trip for seascapes art

Mini Project:

Boat floating and sinking
Instructional Writing



Creative:

Natural glueless collage.
Seascape art.
Design and evaluate a boat to float.
Weekly - Sea Shanties - Wellerman Inspired
Weekly jobs

RE/Virtues/PSHE

Weekly circle time / virtues and show and tell.

Maths:

<http://glowmathsplanning.com/ks1.html>

Maths Nav planning
Year 1

- Numbers and the Number System
- Visualising and Constructing
- Addition and Subtraction
- Exploring Time
- Year 2
- Numbers and the Number System
- Counting and comparing
- Properties of Shape
- Addition and Subtraction
- Exploring Time

Weekly 99 Club
Sumdog set as weekly homework

Story texts:

The Lighthouse Keeper stories.
Gracie: The Lighthouse cat.
The Littlest Lighthouse Keeper.
Hello Lighthouse
Sinbad.
Soggy Bear.

Humanities:

Geography - Locational knowledge - where did the ships sink around Cornwall - naming oceans-
naming Lighthouses around the Cornish Coast.
How did weather affect ships and what caused them to sink-
Naming the 4 countries of the UK
Know hot and cold areas in relation to the equator - Why are there icebergs?

Computing:

Pic collages related to lighthouses along the Cornish coast.
Programming using apps - Lightbot

Science:

Forces - How does water impact the speed of something.- Use of ramps/ dragging things through water/ pushing through water.
Materials - Focus on sinking and floating.

PE:

Dance
Wake and Shake

Literacy:

Continue building Shipwreck Fact - File Flap Book - look at the ships that have crashed on the Cornish Coast - describe their properties. Labelled pictures. What happened to the crew/passengers.

Pick Trengrouse or Darling as a mini-project. How did they impact the future of sea rescue?

Spag .

Literacy Jobs

Accelerated Reader

Handwriting

Trinity House/RNLI/Coastguard talk.

Outdoor learning:

Creative:

Design tile for RNLI sale.

Weekly - Sea Shanties - Wellerman inspired
Weekly jobs

RE/Virtues/PSHE

Weekly circle time / virtues and show and tell.
Harvest Festival.
Diwali - Festival of light.

Computing:

Pic collages related to lighthouses along the Cornish coast.
SCRATCH Coding
Programming using apps - Lightbot

PE:

Dance
Wake and Shake

Mini Project Tile Design and Description



Humanities:

Geography - How did weather affect ships and what caused them to sink- Naming the 4 countries of the UK Know hot and cold areas in relation to the equator - Why are there icebergs?

History - Explore particular events and people - a study of Henry Trengrouse and Grace Darling.

Science:

Light and Sound - Fog horns/Signalling with lights/ Light houses - Identifying sources of light. Comparing sources of light. How do ships use light to send messages.

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Maths Nav planning

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Weekly 99 Club

Sumdog set as weekly homework

Literacy:

Continue building Shipwreck Fact - File Flap Book -

The Penlee Lifeboat Disaster or Torrey Canyon - what happened? How was sea rescue changed after this?
Tom Bawcock and Mowzer stories.

Spag .
Literacy Jobs.
Accelerated Reader
Handwriting

Maths:

<http://glowmathsplanning.com/ks1.html>

Maths Nav planning
Year 1

- Numbers and the Number System
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- Numbers and the Number System
- Counting and comparing
- Properties of Shape
- Addition and Subtraction
- Exploring Time

Weekly 99 Club
Sumdog set as weekly homework

Science:

Light and Sound - Fog horns/Signalling with lights/ Light houses - Identifying sources of light. Comparing sources of light. How do ships use light to send messages.

Boating Lake Big Sail!
Pop up stall selling lighthouse tiles for the RNLI.

Outdoor learning:

Seascape art.
Big Sail Day!
Mousehole Trip

Mini Project Tile Sculpture.



Humanities:

History - Explore particular events and people - Penlee Lifeboat disaster and how it changed how people are rescued at sea. Link to Mousehole Cat story.

Creative:

Tile evaluation
Posters for Big Sail.
Lanterns made for torchlit procession.

Tom Bawcock Eve dance and song.

Weekly - Sea Shanties - Wellerman Inspired
Weekly jobs

RE/Virtues/PSHE

Christmas - Dick Bruna Christmas story and
Christingle service at church with Sian?
Weekly circle time / virtues and show and tell.

Computing:

Shipwreck research for flap books.
E- Safety.

PE:

Dance
Basic Skills
Wake and Shake

Yr 1 Reading:

I can use my phonics to decode words
I can respond speedily with the correct sound of 40+ graphemes and know the alternatives.
I can read accurately by blending sounds in unfamiliar words
I can read words containing suffixes -s, -es, -ing, -ed, -er and -est
I can read common exception words
I can read words of more than one syllable
I can read words with contractions and understand what the apostrophe represents.
I can read aloud accurately books that are consistent with my phonic knowledge
I can re-read books to build up my fluency and confidence in word reading.

Comprehension:

I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently
I can develop pleasure in reading and be familiar with key stories, fairy and traditional tales, can retell them and consider their particular characteristics.
I encouraged to link what I've read or heard to my own experiences
I can join in with predictable phrases.
I can develop pleasure in reading, rhymes and poems, and recite some by heart.
I can understand the significance of the title and events
I can make inferences on the basis of what is being said and done
I can predict what might happen on the basis of what has been read so far
I can participate in discussion about what is read to me, taking turns and listening to what others say.

Composition:

I can say out loud what I am going to write about.
I say my sentence orally then write it
Sequence a series of sentences.
I can sequence sentences to make a short narrative
I can re-read my writing to check it makes sense
I can discuss my writing with my teacher and peers
I can read aloud my writing confidently.

Spelling:

I can hold a sentence and write a sentence applying spellings learnt so far
I can spell words using speed sounds cards set 1
I can spell words using speed sounds cards set 2
I can spell words using speed sounds cards set 3
I can correctly spell the year 1 common exception words
I can spell the days of the week.
I can name the letters of the alphabet in order
I can use the spelling rule of adding -s or -es to make the plural of a noun
I can add the prefix -un to the beginning of the word without any change to the spelling of the root word
I can add -ing, -ed and -er to verbs where no change is needed to the root word: hunter, hunted, hunting
I can add suffix -er and -est to adjectives where no change is made to the root word: grander, grandest
I can divide words in to syllables
I can make compound words by joining 2 words; football

Punctuation:

I am beginning to use capital letters and full stops consistently
I am beginning to use ? and ! in my writing
I can use capital letters for people, places, days of the week and 'I'. mostly correctly
I can identify where capital letters and full stops are missing within sentences.
I can use commas for a list.
I am beginning to recognise how apostrophes are used for omission

Yr 2 Reading:

I can apply phonic knowledge to read fluently.
I can read accurately by blending the sounds in words
I can read words of two or more syllables
I can read words containing common suffixes.
I can read further common exception words
I can read most words quickly and accurately without sounding and blending (OVER 90 WORDS PER MIN)
I can read aloud books closely matched to my phonic knowledge sounding out unfamiliar words accurately without hesitation
I can re-read books to build up my fluency and confidence in word reading

Comprehension:

I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that which I can read independently
I can discuss the sequence of events in books and how information is related
I am familiar with and can retell a wider range of stories, fairy stories and traditional tales
I have been introduced to non-fiction books that are structured in different ways, eg using alphabetical order
I can recognise simple recurring literary language in stories and poetry
I can discuss and clarify the meanings of words, linking new meanings to known vocabulary
I am motivated to read, and show my understanding by discussing my favourite words and phrases.
I am building up a repertoire of poems learnt by heart with appropriate intonation
I can make inferences on the basis of what is being said and done
I can answer and ask questions
I can predict what might happen on the basis of what has been read so far
I can participate in discussion about books I can read for myself taking turns and listening to what others say
I can explain and discuss my understanding of books that I listen to and that I read for myself
GD - I can make links between the book I am reading and other books I have read

Composition:

I can develop my writing speed by writing at least 10 sentences that link together.
I can write about personal experiences and those of others (real and fictional) with a positive attitude and stamina
I can write poetry with a positive attitude and stamina
I can write about real events with a positive attitude and stamina
I can write for different purposes with a positive attitude and stamina
I can consider what I am going to write before beginning by: planning or saying out loud what I are going to write about
I can consider what I am going to write before beginning by: writing down ideas/key words and new vocab
I can consider what I am going to write before beginning by: summarising what they want to say sentence by sentence.
I can use feedback from both teachers and peers to make simple additions and corrections to my writing
I can proof-read to check for errors in spelling, grammar and punctuation and make simple revisions and corrections
I can re-read to check that my writing makes sense and that I have used the correct tense consistently and make simple additions and corrections to my writing

Spelling:

I can segment spoken words into phonemes
I can recognise and apply alternative spellings to phonemes that sound the same but are spelt differently
I can read and spell correctly, the year 2 common conception words.
I can recognise words with contracted forms; don't, can't and spell using the apostrophe for missing letters.
I am learning to apply the possessive apostrophe; the girl's book.
I can hold a sentence and write a sentence while continually using my phonics and the correct punctuation
I can recognise some common homophones (see appendix for examples)
I can add suffixes to spell longer words; including: -ment, -ness, -ful, -less, -ly
I can spell words ending in -tion
I can apply the spelling rules taught through my weekly spelling tests.

Punctuation:

I can use capital letters, full stops, ? and ! consistently.
I can use capital letters for people, places, days of the week and 'I' consistently and accurately
I can identify where capital letters and full stops are missing within sentences
I can use commas for a list consistently correctly
I can use apostrophes for omission and possession
I can punctuate mostly correctly the different forms of sentences: statement, question, exclamation, command
I am beginning to use inverted commas to show speech.

Grammar:

I know what nouns and adjectives are and use them accurately.

I can recognise vowels and consonants.

I Know regular plural nouns – s,es, e.g. dog, dogs.

I am beginning to use a variety of sentence openers e.g. One day, In the afternoon ,

I can join words and sentences using the conjunctions and, because, but, or.

I recognise how suffixes change the tense of a verb e.g. helping, helped

I know how the meaning of a word changes when the prefix un- is added, e.g. unhappy.

I am beginning to understand this differences between past and present tense.

Grammar:

I know what a noun, verb, adjective and adverb is and how they relate to each other.

I can expand noun phrases to describe, e.g. the green grass.

I can identify different forms of sentences: statement, question, exclamation, command.

I can use subordinating and co-ordinating clauses linked by when, if, that, because or, and, but

I am beginning to recognise different sentence structures – simple, compound, complex and sometimes vary these in writing.

I understand that conjunctions can come at the beginning of a sentence.

I can form nouns using suffixes such as -ness, -er.

I know how the meaning of a word changes when I add suffixes to adjectives – ful, -less.

I can turn adjectives into adverbs using -ly, -est, -er.

I can recognise and create compound words [eg, whiteboard, superman]

I can use the past and present tense correctly and consistently.

I can use the progressive form of verbs in the present and past tense (e.g. she is drumming, he was shouting)

I recognise that verbs indicate tense and am able to change as appropriate.

Understand verb-subject agreement, e.g. The children are waiting rather than the children is waiting.

Maths Y1 Place value:

I can count to and across 100 forwards and backwards from any given number.

I can count, read and write numbers to 100 in numerals.

I can read and write numbers from 1 to 20 in words

I can compare and order numbers to 100 and use < > and =

I can begin to recognise the place value of any 2 digit number

I can identify and represent numbers using objects, pictures including a number line

I can identify one more and one less.

I can use the language of equal to, more than, less than (fewer), most and least.

I can count in 2, 5 and 10s from zero

I can begin to count in 3's

I can count in tens from any number forward and backwards.

Maths Y1 Place value:

I can count in steps of 2, 5 and 10 from 0 .

I can count in 3's

I can count in 6's

I can recognise the place value of each digit in a two-digit number.

I can begin to recognise the place value of of each digit in a 3 digit number

I can estimate numbers using different representations, including the number line.

I can compare and order numbers from 0 up to 100 and begin to 1000 using < , > and = signs.

I can read and write numbers to at least 100 (and begin to 1000) in numerals and in words.

I can use place value and number facts to solve problems

Addition and subtraction:

I can read, write and understand sums using (+), (-) and (=) signs.

I can recall and use my number bonds to 20 FLUENTLY.

I can add and subtract one-digit and two-digit numbers to 20, including zero.

I can solve missing number problems

I can solve addition and subtraction one-step sums using objects and pictures

Addition and subtraction:

I can solve problems with addition and subtraction, applying my increasing knowledge of mental and written methods

I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

I can show that addition of two numbers can be done in any order and subtraction cannot.

I can show that addition of two numbers can be done in any order and subtraction cannot.

I can recognise and use the inverse operation between addition and subtraction to check my number sentences are correct and solve missing number problems

I can add a two-digit number and ones using objects, pictures and mentally.

I can subtract a two-digit number and ones using objects, pictures and mentally

I can add a two digit number and tens, using objects, pictures and mentally

I can subtract a two digit number and tens, using objects, pictures and mentally.

I can add three one-digit numbers, using objects, pictures and mentally

I can subtract three one-digit numbers, using objects, pictures and mentally

Multiplication and division:

I can solve one-step division problems using concrete objects, pictorial representations and arrays with the support of the teacher.

I can solve one-step multiplication problems using concrete objects, pictorial representations and arrays with the support of the teacher.

Multiplication and division:

I can read, write and understand sums using (x), (/) and (=) signs

I can show that multiplication of two numbers can be done in any order (commutative) but division of one number by another cannot.

I can solve problems involving multiplication using concrete objects, pictorial representations and arrays

I can solve problems involving division using a variety of methods

I can recall and use multiplication and division facts for the 2 times tables

I can recall and use multiplication and division facts for the 5 times tables

I can recall and use multiplication and division facts for the 10 times tables

I can recall and use multiplication and division facts for the 3 times tables

I can recall and use multiplication and division facts for the 6 times tables

I can recognise odd and even numbers

Fractions and decimals:

I can recognise, find and name a half of an object, shape or quantity.

I can recognise, find and name a quarter of an object, shape or quantity.

I can begin to write simple fractions $\frac{1}{2}$ and $\frac{1}{4}$

Fractions and decimals:

I can recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$) of a length, shapes, sets of objects or quantity.

I can write simple fractions for example, $\frac{1}{2}$ of $6=3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement:

I can measure and begin to record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, capacity (ml/l)

I can compare and order, solve problems lengths, mass and volume/capacity/time

I can sequence events in chronological order using language.

I can recognise and use language relating to dates, including days of the week, weeks, months and years.

I can tell the time to the hour and half past and draw the hands on a clock face to show these times.

I can show I know the number of minutes in an hour and the number of hours in a day.

I can recognise and know the value of different of coins and notes and make an amount

Measurement:

I can measure and record capacity and volume choosing appropriate units (l/ml) height and length (cm/m) time, weight and mass (g/kg) using rulers, scales, thermometers and measuring vessels.

I can compare and order lengths, and record the results using $>$, $<$ and $=$

I can compare and order mass and record the results using $<$, $>$ and $=$.

I can compare and order volume/capacity and record the results using $>$, $<$ and $=$

I can tell and write the time at quarter past and to the hour. I can draw the hands on a clock face to show these times

I can tell and write the time to within five minutes. I can draw the hands on a clock face to show these times.

I know the number of minutes in an hour and the number of hours in a day

I can compare and sequence intervals of timer.

I can recognise and use symbols for pounds and pence and combine amounts to make a particular value.

I can find different combinations of coins that equal the same amounts of money.

Geometry:

I can name and describe 2-D shapes (using properties)

I can name and describe 3-D shapes (using properties)

Geometry:

I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

I can identify 2-D shapes on the surface of 3-D shapes

I can compare and sort common 2-D and 3-D shapes and everyday objects

I can order and arrange combinations of mathematical objects in patterns and sequences

I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line

I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns

Statistics:

I can begin to interpret simple pictograms, block diagrams and tally charts.

I can begin to answer simple questions by counting the number of objects in each quantity.

Statistics:

I can interpret and construct tally, picture, bar charts, block diagrams and simple tables

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

I can solve problems and posing questions such as how many more?

Science

Yr1 Working scientifically:

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.

Plants:

Identify and name common plants.

Describe the basic structure of a plant.

Life processes:

Identify/name a variety of animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.

Identify carnivores, herbivores & omnivores.

Describe/compare the structures of common animals.

Identify/name/draw basic parts of human body and relate to senses.

Light and Sound:

Identify/name sources of light.

Explain what darkness is.

Compare the variety of sources of light.

Describe the movement of the sun across the sky

Yr2 Working scientifically:

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.

Plants:

Describe how seeds/bulbs grow.

Describe how plants need water, light, and a suitable temperature to grow.

Life processes:

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

Explain animals have offspring and these grow into humans.

Explain basic needs of animals/humans to survive.

Describe importance of exercise/ eating right amounts/types of food.

Habitats:

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

Materials:

Identify/ name a variety of everyday materials and describe their properties.

Compare and group materials based on properties.

Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.

Identify and compare the uses of everyday materials.

Forces:

Describe how things move at different speeds, speed up and slow down.

| | | |
|--|--|---|
| <p>Art/DT: Y1</p> <p>Materials</p> <p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Expression and Imagination:</p> <p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p> <p>Techniques:</p> <p>Explore line and mark making in different ways.</p> <p>Work with a variety of different brushes.</p> <p>Threading and using a needle to create a stitch.</p> <p>Colour mixing.</p> <p>Use a range of tools (sponges, fabric) to begin to experiment with texture.</p> <p>Artists:</p> <p>Explore a range of work by other artists, craft makers and designers.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p> | <p>DT: Y1</p> <p>Design</p> <p>Design and make purposeful and functional products.</p> <p>Use pictures and words to convey what they want to design and make.</p> <p>Describe and explain what they are making, how it works and what they need to do next.</p> <p>Make</p> <p>Name the tools you are using.</p> <p>Use given tools for a variety of tasks e.g. Knife, grater, chopping board, scissors, needles, pins, scissors, templates, glue, tape.</p> <p>Join appropriately for different materials and situations.</p> <p>Explore ideas by rearranging materials e.g. paper, card, ingredients, fabrics, sequins, buttons, tubes, dowel, cotton reels, paper, card, mouldable materials.</p> <p>Evaluate</p> <p>Explore existing products.</p> <p>Say what they like and do not like about products they have made.</p> <p>Consider and explain how the finished product could be improved.</p> <p>Tech Knowledge</p> <p>Build structures using different materials</p> <p>Begin to make suggestions to make structures stronger and more stable</p> <p>Begin to explore mechanisms such as levers, wheels and axels</p> | <p>Art: Y2</p> <p>Materials</p> <p>Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Simple dyeing techniques including tie dying, and printing.</p> <p>Work with a range of paints including powder, ready mix and block.</p> <p>Expression and Imagination:</p> <p>Respond to a range of stimuli.</p> <p>Begin to give reasons for choice of materials and colours.</p> <p>Techniques:</p> <p>Practise a variety of methods for dyeing material.</p> <p>Explore shading with a pencil. Creating light and dark colours by tinting.</p> <p>Explore pattern through printing and stamping. Create work using natural materials to develop skills on texture.</p> <p>Artists:</p> <p>Continue to explore and be exposed to work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of work by other artists.</p> <p>Work alongside an artist in order to make links to their own work.</p> |
| <p>Computing: Y1</p> <p>Technology in the real world:</p> <p>Use different font sizes, colours and effects.</p> <p>Select appropriate images to add to work.</p> <p>Develop an awareness of appropriate language in an email.</p> <p>Programming</p> <p>Know what algorithms are and how they are used.</p> <p>Understand how algorithms impact programming.</p> <p>Purposeful application</p> <p>Recognise how ICT is used beyond school.</p> <p>Use technology to create digital content.</p> <p>E-Safety</p> <p>Know what to do if they see something inappropriate online.</p> <p>According to schools Esafety policy and acceptable use policy.</p> | <p>DT: Y2</p> <p>Design</p> <p>Design and make purposeful and functional and appealing products.</p> <p>Use drawings with notes to record ideas as they are developed.</p> <p>Discuss their work as it progresses.</p> <p>Make</p> <p>Select and name the tools needed to work the materials. E.g. spoons, cups, needles, yarn, scissors, saws, drills.</p> <p>Select materials from a limited range to meet design criteria.</p> <p>Evaluate</p> <p>Explore and evaluate existing products.</p> <p>Talk about their developing designs and identify good points and areas to improve throughout the design process.</p> <p>Evaluate their product and its appearance against a design criteria.</p> <p>Tech Knowledge</p> <p>Build structures and investigate how they can be made stronger, stiffer and more stable.</p> <p>Use a range of materials to create models with wheels, axels or hinges.</p> | <p>Computing: Y2</p> <p>Technology in the real world:</p> <p>Use different font sizes, colours and images to communicate meaning for a given audience.</p> <p>Use presentation software.</p> <p>Log on to an email or blog.</p> <p>Use appropriate language in a simple email.</p> <p>Programming</p> <p>Understand that programmes are a sequence of simple instructions.</p> <p>Create and test a simple programme.</p> <p>Purposeful application</p> <p>Create and implement simple programmes on digital devices.</p> <p>Use technology to create, organise, store, manipulate and retrieve digital content.</p> <p>E-Safety</p> <p>Know what personal information is and why they need to keep it private.</p> <p>Use technology safely and respectfully.</p> |

| 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? | Is/was 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 new role-models? | What do Christians value most about going to church? | How important is the family to British Hindus? | How do Hindus today devote 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 Christingle service communicate to us about Jesus? | Can serving 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 puja offer Hindus? |
| SS | What do the Old Testament stories teach us about God and his creation? | How do we make sense of the Christmas 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 leaving and meeting people and places prepare us to understand stories of immigration to Britain? | 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. • Diwali | 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 as a place of spiritual enquiry The marks left |
| DD | Are stories in the Hindu scriptures true? | Did the events celebrated at these festivals really happen? Does it matter? | Is the Bible a holy or sacred book? | Should Christians go to church? | Can time be special? | Do miracles, such as those of the Cornish Saints, happen 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 Easter story mean to Christians today? | What does it mean to belong to a church? | What does Cornwall mean to Christian pilgrims today? |
| HH | What do we experience when we explore Hindu scriptures for ourselves? | What does re-enacting activities associated with Hindu festivals teach us about Hinduism? | What do we experience when we re-enact Biblical events? | What does it feel like to sacrifice something for someone else? | What does it feel like to experience the way Christians express their faith as a church? | How does it feel to celebrate local places and Saints' Days? |
| SS | Which events in Hindu stories remind you of events in stories important to you? | What do Hindu stories tell you about Hindu beliefs about God and creation? | How is one Bible story similar to the 'Bible's Big Story'? | How is Jesus' role in the Jewish and Christian stories different? | How does the church's year help Christians to remember the story that is at the heart of their faith? | How do Cornish Saints compare to other Christian heroes and heroes 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.

Drugs and Alcohol.

Understand the purpose of medicines.

Understand what people can help us stay safe.

Understand that some medicines can be harmful.

Understand how people keep us safe out of school, particularly road safety.

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:

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.

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 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.

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:

FINAL OUTCOME

Costs:

What:

Where:

When:

Adults and responsibilities:

Work to be displayed:

Children input:

Virtues timetable

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

