

## Summer Year A Trevose Class (Y1/2) Sequence of Lessons

### History (Summer 1 and 2)

**Intent:** to explore what our school is like in the present day and what it was like in the past.

**Hooks from old learning (YR):** past and present.

Lesson	Sequence of Learning
1	<p><b>Introduce topic question:</b>  <b>Cold Task quiz:</b> Sticky Knowledge for history – what was it like to go to school in the Victorian era?  <b>Curious Questioning - What do we want to find out about?</b> Create class mind-map of children's questions to answer throughout the topic.  <b>WALT: understand how our school has changed over time.</b>  <b>Invite previous student(s) who went to the old school to share experiences and photos of their time at school.</b>            Display variety of photographs of GR from the old school, new school opening and current school.            Talk about the school's history, including the date of its construction and other important events. Where possible, use photographs, artefacts and first-hand accounts to help illustrate these and encourage the use of common words and phrases related to the passage of time in the conversation. Include a tour of the school, inside and out, to show the children aspects of the school's history, including additions or renovations to the building, the location of significant school-based events, or significant plaques and signage. Record photos and captions to showcase children's learning/ key findings from the visitor.</p>
2	<p><b>WALT: describe important events in the school's history.</b>            Recap previous lesson referring back to photographs of the school over time.            Recall some of the important events in the school's history, using the timeline to recap. Explain to the children that they are going to learn more about one of those events using a range of historical artefacts to help. Complete the <a href="#">Editable fact file template</a> with the relevant school-based information before sharing it with the children and provide a variety of other useful resources such as photographs, first-hand accounts and historical documents to support. Encourage the children to gather facts and information from the resources available and invite them to ask questions to further their understanding. Direct the children to share what they have learned and to work together to explain why they think this event is an important part of the school's history. Children to add their explanation to the 'Why was this event important to our school's history?'</p>
3	<p><b>WALT: identify significant people and describe what makes them special.</b>            Display photographs of special people that work or help in school. Ask the children to name the people shown and describe their role. Encourage them to think about how these people are special and articulate examples of things they do. Encourage the children to think carefully about how they can help these people to do their jobs. For example, by listening carefully, showing respect or following instructions. Ask the children to choose one special person to draw and write about using the <a href="#">Special people recording sheet</a>. Invite them to share and compare their work with each other and articulate how they should treat these people. Examples of the children's work can be given to each special person as a thank you.</p>
4	<p><b>WALT: find out about what it was like to attend school in the Victorian era.</b>            Recap their knowledge about what life in school and the local area is like today. Explain to the children that they will now be travelling back in time to find out what life was like in the Victorian era. Use the <a href="#">Victorian era video</a> to introduce the period, stopping to explain key learning points where necessary. Invite the children to ask questions and recall important facts and information, before challenging them to record what they remember on the <a href="#">Victorian era mind map template</a>. Invite the children to share their mind maps and begin to think about similarities and differences between life in Victorian times and the present day.  <b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</li> <li>The Victorian era is named after Queen Victoria.</li> <li>During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</li> <li>By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</li> </ul>
5	<p><b>WALT: make comparisons between the Victorian era and present day.</b></p>
6	<p><b>WALT: describe how Victorian schools were different to schools today</b>            Use artefacts and costumes to role play life in the Victorian era.            Recap previous lesson's learning about the Victorian era – ask children to model significant knowledge.</p>
7	<p><b>WALT: use a range of historical artefacts to find out about Victorian classrooms.</b>            Ask the children to describe each object and say how they think it was used. Challenge the children to work in groups to read and match the <a href="#">Classroom artefacts sorting cards</a>. Discuss the children's choices and ask them to explain what each object tells them about life in a Victorian classroom. Encourage the children to consider how these artefacts are the same or different to the classroom resources they use today, before completing the <a href="#">Classroom artefacts comparison recording sheet</a> independently. If possible, <a href="#">loan a Victorian artefacts box</a> from a local museum service to allow children to observe and handle real artefacts.  <b>Revisit and Reignite Learning</b> – revise learning up to date so far (sticky knowledge memory work) drop-in exciting future. What do we know so far about Victorian schools?</p>
8/9	<p><b>What do we know about the Victorians?</b>  <b>Revisit and Reignite Learning</b> – revise learning and create presentation to share about key topics from the term.</p>
10	<p><b>END OF TOPIC (history) – whole class assembly.</b>            Final Findings – what is different in the present day in comparison to the Victorian era.  <b>Hot Task quiz:</b> Sticky Knowledge –</p>

## Summer Year A Trevoose Class (Y1/2) Sequence of Lessons

### Geography (summer) linked to history (our school)

**Intent:** The children will learn about significant information about their school.

**Hooks from old learning:** (YR)

Lesson	Sequence of Learning
1/2	<p><b>WALT:</b> Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Provide each child with an <a href="#">Our school fieldwork booklet</a>. Talk about the address of the school including the road, village, town or city, county and postcode, and encourage the children to fill in the first page of their booklet.</p> <p>Use <a href="#">Google Earth</a> to look at the United Kingdom from above and ask children to input the school's name or postcode into the search bar to locate the position of the school in the UK, recording it in their booklets. Encourage children to explore the satellite images of the school and use the zoom tool and Street View function to identify features, such as the car park, playground and wildlife area, labelling a sketch map in their booklets. When the children have fully explored the images, let them tour the school building and grounds in supervised groups and encourage them to complete the activities in their booklets. Analyse the children's data and discuss the characteristics of the school and its grounds.</p>

#### Subject Composite:

**Impact:** children will know key information about the school's geography.

# Summer Year A

## Trevose Class (Y1/2)

### Sequence of Lessons

#### Science (Summer 1/2)

**Intent:** The children will learn that plants are living things that grow from seeds or bulbs. They will revisit the concept of seasonal change, observing how trees and other plants change with the seasons, particularly from winter to spring. We will observe, photograph and identify various plants growing in and around the school grounds and will choose one plant they would like to study for the project's duration. They will know the parts of plants, explore where new plants come from and learn the names of some plants that grow from seeds and bulbs. They will ask and answer scientific questions about the importance of plants to animals, including humans.

They will observe how their chosen plant has changed over time and record their findings.

**Hooks from old learning (YR):** understanding of the world—the natural world, sunshine and flowers (spring term).

Lesson	Sequence of Learning
1	<p><b>Cold Task: what do you know about plants?</b></p> <p><b>Curious Questioning - What do we want to find out about?</b> Create class mind-map of children's questions to answer throughout the unit.</p> <p><b>WALT: know what a plant is.</b></p> <p>Go out into the local environment and encourage the children to observe different plants.</p> <p>Ask the children, 'What do you know about plants?' Encourage them to share their ideas and make note of their suggestions. Address any misconceptions if they arise. After the discussion, show the children the <a href="#">Plants presentation</a>. Discuss the content and ensure they understand that plants are living things that grow, change over time and make new plants. Encourage the children to complete the <a href="#">Plants recording sheet</a> to consolidate their learning.</p>
2	<p><b>WALT: make observations of how deciduous trees change over time.</b></p> <p>Recap learning about deciduous and evergreen trees – ask children to identify what each means. If misconceptions, address and consolidate learning.</p> <p>Discuss the meaning of the vocabulary in the presentation, such as deciduous, bud, blossom, fruit, ripen, harvest and cycle. Then, focus the children's attention on what the apple trees looked like in the winter and how they changed in spring. Verbally compare pictures of apple trees in the winter and in the spring. Go to front of school and take photos of the apple trees, make observations and create speech/ thought bubbles to describe key observations that can be added to throughout the unit.</p>
3	<p><b>WALT: identify plants.</b></p> <p>Collect examples of plants found around the school grounds for children to explore and make observations of before taking the children outside to observe and photograph the variety of plants growing in and around the school grounds. Ask them to find a variety of garden plants and wild plants and identify evergreen and deciduous trees. Provide the children with a laminated copy of the <a href="#">Wild plants poster</a> or access to identification apps on tablets, such as <a href="#">Seek</a> to support children with identifying and recording some of their finds. Help each child choose and identify a plant to regularly study for the duration of the project, and support them in photographing and labelling their plant with a plant tag or lollipop stick. Encourage the children to feedback their observations from the outdoor session and discuss the variety of plants they spotted, using photographs to help. At the end of the session, ask the children to complete part one of the <a href="#">My plant recording sheet</a> to record information about their chosen plant. Provide the <a href="#">Word mat</a> to support their writing (this plant will be revisited in lessons 7 and 8 for children to identify changes to their chosen plant).</p>
4	<p><b>WALT: label the basic structure of plants.</b></p> <p>Ask, 'What parts of plants and trees do you know?' As children share the names of plant parts, record them on the whiteboard in a list. Share the <a href="#">Plant parts video</a> with the children. After watching, ask, 'Do we need to add any other plant parts to our list?', taking their suggestions. Leave the list on the board. Provide children with the <a href="#">Plant parts labelling sheet</a> and ask them to label each diagram using their collected vocabulary. Check their work and correct any misconceptions. At the end of the session, ask the children to draw and label a diagram of their chosen plant to complete part two of their <a href="#">My plant recording sheet</a>. Encourage them to draw their diagram from firsthand observation or use the photograph from part one to help. Ask the children to share their diagrams to check that they are drawn and labelled correctly.</p>
5 Outdoor planting lesson.	<p><b>WALT: understand where new plants come from.</b></p> <p>Begin the lesson by asking, 'Where do new plants come from?' Encourage the children to explain their thinking, including their experiences of sowing seeds and growing plants from bulbs. Provide a wide variety of seeds and bulbs for the children to explore, then share the <a href="#">Growing new plants video</a> to introduce children to the structures that enable new plants to grow. After watching, encourage the children to sort the seeds and bulbs according to criteria you provide and their own, such as colour, shape, type or size and take photographs to record their sorting. To consolidate their understanding of seeds and bulbs and pattern seek, ask them to answer the questions on the <a href="#">Growing new plants recording sheet</a>. At the end of the lesson, remind children to visit their studied plant to look for evidence for how it produces offspring. If there is no evidence, support children in using information sources to find this out, then ask them to complete part three of their <a href="#">My plant recording sheet</a>.</p>
6	<p><b>WALT: use simple equipment to make observations of plants.</b></p> <p><b>Review and reignite lesson – what do we know so far? What else do we need to find out? How can we investigate different types of plants?</b></p> <p>Provide a large sheet of paper and invite children to draw a picture of a leaf from memory on the sheet. After all the children have drawn a leaf, display the sheet and encourage them to compare what they've drawn. For example, have they all drawn a 'classic' oval-shaped leaf and added a stalk, veins and a smooth margin? Show children the <a href="#">Leaves presentation</a>, which introduces children to parts of leaves and key facts. Provide children with hand lenses or digital microscopes, two different leaves and the <a href="#">Comparing leaves recording sheet</a>. Ask them to observe the leaves closely, then encourage them to draw a diagram of each leaf before recording their observations and making comparisons. Take children outside to visit their studied plants and encourage them to closely observe the leaves, recording their observations in part four of their <a href="#">My plant recording sheet</a>. Revisit their original sheet of drawn leaves at the end of the lesson. Ask the children to repeat the exercise from the beginning of the lesson and compare the outcomes.</p>

7/8 Linked to Eden project trip.	<b>WALT: investigate and make observations of plants.</b> Revisit 'my plant' that children have chosen at the start of the unit. Make comparisons between their original picture/phot and the plant now. Encourage children to use correct vocabulary to describe the plants.
9	<b>Present investigation fact files that children have made.</b>  <b>End of unit assessment.</b>
<b>Subject Composite:</b> children will create a fact file about a plant after carrying out their own observations. <b>Impact:</b> Children will be able to identify and name a variety of different plants and will be able to identify the structure of plants using correct scientific vocabulary. <b>Hooks for new learning:</b> (Y3/4) plants, (Y5/6) plants.	

# R.E.

## Summer Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## RE (Summer 1) what does it mean to belong to a faith community?

**Intent:** The children will learn what it means to belong to a faith community. They will revisit prior learning about Muslims, Christians and Jewish people, considering how members of these communities show that they belong.

**Hooks from old learning: (YR) which stories are special and why?**

Lesson	Sequence of Learning
1	<p><b>WALT: understand what it means to belong to a community.</b></p> <p>Introduce main question: what does it mean to belong to a faith community? Discuss what belonging means. Explore belonging to rainbows/ cubs/ school. How do we know that people belong to these groups?</p> <p>Talk to pupils about the fact that many people belong to more than one thing. Choose a member of the class or an adult that pupils know well. Talk about all the things that person is e.g brother, friend, nephew, cub, member of a club etc. ask pupils to share with a friend all the diverse groups that they belong to.</p> <p>Give pupils an outline of a person and encourage them to write inside all the groups and places that they belong to. Bring the class back together and encourage pupils to share what they have written with their friend. Have they written the same thing? Why not? Explain that people from different religious and non-religious worldviews belong to communities. Ask pupils to share some of the names of the religious worldviews that they have studied in previous units. As a class, create mind maps of information that pupils know about these different worldviews. Explain that we will find out more about how some people who are part of these worldviews show that they belong within this unit of work.</p>
2	<p><b>WALT: understand: how do Christians and Muslims show that they belong?</b></p> <p>Recap the last lesson with pupils, focusing on what was learnt about how different people show that they belong. Show pupils some symbols that people might have, display or wear linked with Christian worldviews. You might like to share a WWJD (what would Jesus do) wristband, a cross and chain a Bible and ichthus fish. Explain that some Christians wear some of these things to show that they belong – discuss which ones a Christian might be likely to wear. Ask whether pupils can think of why some Christians choose not to wear any of these things. Discuss personal choice.</p> <p>Explain that Muslim people also have things that show they belong. Show pupils artefacts or photographs of the Ka'ba, Topi (prayer cap), prayer mat, the word Allah written in Arabic on a necklace and the Qur'an. Ask: Who might have these things? How do they show that Muslims belong? For what are these objects/special places used? How are they similar and different to the artefacts that Christians have?</p> <p>Show some Islamic calligraphy of the words Allah and Muhammad. Ask what pupils think these words say and why this writing might be important to a Muslim. Tell pupils that many Muslims choose to have calligraphy in their homes. Explain that these words are important for Muslims because Allah is the Arabic word for God and Muslims believe that there is no God except for Allah. Explain that Muslims believe that Muhammad was the final messenger or prophet of Allah. Ask: Why might some Muslims choose to have these words on display? How might these words show that a Muslim belongs? Give pupils copies of the calligraphy and encourage them to trace over the words with their fingers. Once finished, encourage them to experiment using different pens and pencils to write these words.</p>
3	<p><b>WALT: understand: how do Christians, Muslims and Jewish people show that they belong?</b></p> <p>Ask: What were some of the ways that Christians and Muslims show that they belong? Use pupils' answers as a basis to recap the last lesson through discussion. Show some photographs of different artefacts from your last lesson. Ask: How do some believers use these? How do these artefacts help show that someone belongs?</p> <p>Show artefacts or photographs of some challah bread, a mezuzah, a table set up for Shabbat, candle sticks, a Star of David necklace, and a Seder plate. Make links to previous unit (Who is Jewish and how do they live?). Ask: who are these artefacts special for? How might they show that a Jewish person belongs?</p> <p>Talk with pupils about some of the things that different faith communities might do when they meet as groups. Discuss with pupils how Friday prayers for Muslims, Sunday services for Christians and Shabbat celebrations for Jewish people might bring these communities together. With pupils, think about how believers might show and feel that they belong at these times. Ask pupils to share words that link to belonging. Create a class word bank of words linked to belonging for Christians, Muslims, and Jewish people. Give pupils slips of paper, encourage them to choose one word that they think best sums up belonging and write it carefully on their slip of paper. Bring the class back together and stick the slips on large sheets of paper to create a class wordle.</p>

4	<p><b>WALT: reflect on what worldviews say about how valuable people are.</b></p> <p>Recap the last lesson and discuss how Christians, Muslims and Jewish people might show that they belong. Explain that today we are going to be finding out about how valuable Christians believe that people are to God.</p> <p>STEP 2: Remind pupils that Jesus told many parables. Find out if they can remember what a parable is. Recap that a parable is a story Jesus told with a meaning. Explain that we are going to be reading a parable today. Read Luke 15:8-10 with pupils (you can access this text by using the Bible Gateway website – choose a simple enough version). Discuss what pupils think the parable might be about. Explain that many Christians believe Jesus told this parable to show that everyone is special to God. The woman has ten coins but searches for the one that she has lost; if she has nine others, does she really need to find the tenth? Many Christians feel that the woman searching for coins that are lost shows that even though God has plenty of followers, God will search for people who are lost.</p> <p>STEP 3: Watch a high-quality version of the story*. Ask pupils whether the story is the same in the Bible as in the film. If not, use this as an opportunity to highlight why it is important to many Christians to read the story from the original text – that doing this might help them understand the exact story properly.</p> <p>STEP 4: Explain that the Bible teaches Christians that should love each other (John 13:34-35) and love everybody (Mark 12:30-31). Ask pupils if they can see any links with the story. Continue the discussion by asking what Christians might do to show that everyone is valuable to God. Collect some ideas and display on the whiteboard. Give pupils a heart template, ask them to draw and write one action that a Christian might do to show that to God everyone in their community is valuable.</p> <p>STEP 5: Bring the class back together and share what other worldviews say. Explain that:</p> <p>Jewish people have a commandment that says to love your neighbours (Leviticus 19:18).</p> <p>Muslim teaching says, 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.'</p> <p>Non-religious people also follow the Golden Rule: Treat others as you would like to be treated yourself.</p> <p>* a good one can be found here <a href="#">Treasure Champs</a>. 27: Thankfulness - 'The Lost Coin' - BBC Teach</p>
5	<p><b>WALT: understand how Muslims and Christians welcome a new baby.</b></p> <p>Recap the last lesson with pupils. Ensure pupils are helped to remember how the parable of the Lost Coin shows many Christians how valuable people are to God. Explain that we are going to be finding out about how many Muslims and Christians welcome a new baby into their faith community. Ask pupils if any of them know anything about this already. Ask pupils if they have ever welcomed a new baby into their family. What did they do? What did other people do? Was there a party? Did people bring gifts?</p> <p>STEP 2: Show pupil's pictures of Muslims and Christians welcoming new babies, do pupils know what is happening in the pictures? Explain that some Christians choose to welcome a baby to their church family by having a baptism. Tell pupils that parents and godparents promise to bring their baby up to know Jesus and the other members of the church promise to help them to do this. Watch a video of an infant baptism*.</p> <p>STEP 3: Tell pupils that Muslims also often welcome babies into their faith community. Ask whether anybody knows how a Muslim baby might be welcomed. Show pupils a photograph of a Muslim man whispering into a baby's ear. Explain that some Muslims welcome babies by whispering the words of the Shahadah into their baby's ear. These words are 'There is no God, but Allah and Muhammad are the messengers of Allah.' Ask why pupils think these are the first words that many Muslim parents want their baby to hear. Share that some Muslims also have a Aqidah ceremony where the baby's head is shaved and the weight of the hair is given to the poor in silver (some Muslims give food to the community or if they can't afford to do this, they might give a smile) to give something to others after they have been given the special gift of a new baby.</p> <p>STEP 4: Give pupils slips of paper and encourage them to write down and draw what they think a Muslim, or a Christian might keep remembering their baby being welcomed into the faith community.</p> <p>Bring the class back together and discuss the emotions that the community might have when they welcome someone new.</p>
6	<p><b>WALT: understand how people show that they belong to each other.</b></p> <p>Ask: How do some Christians and some Muslims welcome a baby into their faith community? Use pupils' answers as a basis for recapping the last lesson. Explain that today we are going to be finding out about how people show that they belong to each other. Ask pupils if they have ever been to a wedding. What was it like? Who got married? Explain that people from different worldviews sometimes choose to get married and this is to show that they belong to each other.</p> <p>STEP 2: Show some photographs from a Christian wedding. Through discussion, find out whether the pupils can explain what is happening in the images. If not, briefly describe what each image shows.</p> <p>STEP 3: Tell pupils that in a Christian wedding ceremony, the couple make promises to each other. Explain that the ceremony is usually in a church, with the service being led by a vicar and Christians see the promises made in a Christian wedding ceremony as being made in front of God. Show words linked to traditional Christian wedding vows, e.g love, promise, sickness, health, till death do us part etc. Invite some members of the class to come to the front to hold up these words and phrases. Discuss with pupils why they think that couples say these words to each other and how these promises show that the couple belong to each other.</p> <p>STEP 3: Explain that within many other worldviews people often choose to get married to show that they belong to each other. Show pupils the ebook of a Hindu wedding*. Show the children a video of a Hindu wedding**. Ask pupils how the couple in the video showed that they belonged to each other and make a list of the children's ideas on the class whiteboard. Give pupils diverse pictures of Hindu weddings, encourage them to draw what they see and write down one way in which these couples show that they belong to each other.</p> <p>STEP 4: Assessment: Go through the sticky knowledge quiz slides and encourage children to fill out the assessment sheet.</p>

**Subject Composite: knowledge poster to show how different people belong to different faith communities.**

**Impact:** children will know what belonging to a faith community means to different people. They will have an understanding of how belonging appears in different faiths. They will consider where they belong and the communities to which they are a part of.

**Hooks for new learning:**



# R.E

## Summer 2 Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## RE (Summer 2) how should we care for the world and why does it matter?

**Intent:** to explore different stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people.

**Hooks from old learning:** (YR) bible stories.

Lesson	Sequence of Learning
1	<p><b>WALT: understand what Christian, Jewish and non-religious people believe about caring for people.</b></p> <p><b>STEP 1:</b> Show pupils the big question for this unit and explain that this term we are going to be finding out about why Christians and Jewish people think that it is important to care for the people of the world and the world itself. What do pupils already know? What do they want to find out?</p> <p><b>STEP 2:</b> Ask pupils what makes people unique and special. Give pupils the stem sentences: I am unique because... I am special because...</p> <p>Encourage pupils to talk to their partner and share one thing that makes them unique and one thing that makes them special. Bring the class back together and ask pupils to share what their friend has told them.</p> <p>Were all the things that make you unique and special the same? If not, why not? Show pupils some pictures (using the PowerPoint slides) of famous people (athletes, singers, actors etc) what makes these people unique and special? What talents do they have? Explain that Christians and Jewish people believe that we are all made in the image of God, and we are all made to be individuals. Why should we value what makes people unique and different?</p> <p><b>STEP 3:</b> Give pupils an outline of a person, encourage them to write down the things that make them unique and special.</p> <p><b>STEP 4:</b> Bring the class back together and read Matthew 6:26 and Mark 10:13-15 with them. What does this tell you about the Christian worldview? How might a Christian person know that they were special to God after reading this? Which one of the two Bible readings do pupils think has the best message? As a class, create a list of things that these two readings might teach Christians today about being unique and special to God.</p> <p><b>STEP 5:</b> Explain that people from other worldviews, both religious and non-religious believe that people are unique and special. Look back at the things that make pupils unique and special; why should we care for the unique and special people of the world?</p>
2	<p><b>WALT: understand what Christian, Jewish and non-religious people believe about caring for people.</b></p> <p><b>STEP 1:</b> Recap the last lesson using the relevant sticky knowledge quiz slides. What made people unique and special? Why do Christians and Jewish people believe that they are unique and special to God?</p> <p><b>STEP 2:</b> Explain that today we are going to be finding out about what Jewish people believe about being unique and special to God. Show pupils a photograph or example of a Torah scroll.</p> <p>Ask: Do you know what this is? What can be found inside it.</p> <p>Remind pupils that there are many stories and teachings that can be found inside the Torah scroll but that today we are going to be reading one of the Psalms which is found in the final section of the Hebrew bible and not in the Sefer Torah. Tell pupils that the Psalms are a collection of songs and poems that were written in praise of God. Share Psalm 8 with the children and unpick the meaning of the text. In the Psalm David praises God's creation and how each person is special in it.</p> <p><b>STEP 3:</b> Ask pupils to share what they think Psalm 8 tells Jewish people about how much God cares for them. Create a list of the children's responses on the whiteboard for them to reference later in the lesson.</p> <p><b>STEP 4:</b> Show pupils some images from the Museum of the Psalms* in Jerusalem. Explain that that Rabbi who painted the pictures of these Psalms feels his work will bring spiritual inspiration to many people. Look carefully at the images, colours and techniques that he has used (make links to the art curriculum). Ask pupils which images and colours they would use to represent the meaning of Psalm 8 and what it tells Jewish people about being special to God. Refer to the list that pupils made earlier in the lesson and put a key image next to each thing to help them when they create their own pictures.</p> <p><b>STEP 5:</b> Give pupils A6 paper and encourage them to create their own mini versions of Psalm 8 using oil pastels and the style from the museum. Bring the class back together and encourage pupils to share what they have drawn and why.</p> <p>How does Psalm 8 show how important Jewish people are to God? *These can be found on the museum's website The Museum of Psalms</p>
3	<p><b>WALT: explore what Jewish people believe about caring for people.</b></p> <p><b>STEP 1:</b> Recap the last lesson using the sticky knowledge quiz slides. What does Psalm 8 tell Jewish people about how important they are to God? Explain that this week we are going to continue to find out more about how special Jewish people are to God.</p> <p><b>STEP 2:</b> Introduce Tzedakah to pupils, explain that this is the Jewish idea of charitable giving to those who need help. Explain that many Jewish people believe that giving to charity makes the world a better and fairer place and that they should do this to follow God's teachings. Share Deuteronomy 15:11 with pupils and explain that this verse is found within the Torah. Ask pupils who they think these needy people might be. Ask pupils, Where is 'the land that you might live in'?</p> <p><b>STEP 3:</b> Tell pupils that today we are going to be finding out more about a story found in the Torah that shares how God looked after his people. Explain that the story of the exodus found in the Torah says that Jewish people needed help. They were slaves in Egypt and God sent Moses to save his people. Read the story to pupils.</p> <p>Ask pupils the following questions: How did God care for his people? How did God keep his people safe? How did Gd help his people to escape slavery in Egypt?</p> <p><b>STEP 4:</b> Explain that during the festival of Sukkot, many Jewish people remember the story of the exodus and how God looked after his people. During this festival Jewish people create a booth and spend time living outside to remember the Israelites' escape from Egypt and their dependence on God as they made their way through the desert. Many people believe the festival of Sukkot is a time to remember those who are poor by giving meals and shelter and donating money (tzedekah). The Etrog (Citron fruit) and the Lulav (three types of bound leaves - traditionally myrtle, willow and palm) are shaken together in all directions to symbolise sweetness and goodness.</p> <p>Watch a clip* to find out more about how one family celebrates Sukkot.</p> <p><b>STEP 5:</b> Give pupils an outline of an Etrog (similar to a lemon shape) Encourage pupils to write one thing on the Etrog that a Jewish person might do to help someone else at Sukkot.</p> <p>*This is one suitable clip currently available <a href="https://youtu.be/0Z5rGZc2w3Y">https://youtu.be/0Z5rGZc2w3Y</a></p>

4

**WALT: explore what Jewish people believe about caring for people.**

**STEP 1:** Recap the last lesson and talk about why Jewish people celebrate Sukkot. What do they remember? Who cared for the people while they were on their journey? Explain that this week we are going to continue to think about people who care for each other and why this is important.

**STEP 2:** Ask pupils who cares for them. What sort of things do these people do to show that they care? Why do people care for each other?

**STEP 3:** Show pupils a picture of Mother Teresa; does anyone know who this lady is and what she did? Explain that some people care for others because they feel that God calls them to do this. Explain that Mother Teresa was a Christian who did many things to help other people. Tell pupils some key information about Mother Teresa (using the information found on the PowerPoint slides). Talk about her belief that she was called by God to care for people.

Do pupils think that it would have been easy for her to give up her life to first become a nun and then go to work with some of the poorest communities?

What do pupils think motivated her to do this?

Give pupils a picture of Mother Teresa and encourage them to write down or draw some of the things that she did to help other people.

**STEP 4:** Bring pupils back together as a whole class group. Show pupils the golden rule 'Treat others how you would want to be treated'. Explain that some non-religious people follow the Golden Rule to show care. The Golden Rule says treat others as you would like to be treated. These films help to show what this means\*.

**STEP 5:** Explain that many religious and non-religious people have their own versions of the golden rule. How would the world be a better place if everyone followed it?

Explain that Christians believe that your neighbour is everyone. Do pupils think that Mother Teresa lived out these commandments?

Explain that non-religious people help so people can live a good and happy life by following the golden rule. Can they think of any examples of how people might do that?

\* These two films and the article are good showing how humanists (a non-religious worldview) show they care

[www.bbc.co.uk/bitesize/topics/zkk72v4/articles/zp2ptrd](http://www.bbc.co.uk/bitesize/topics/zkk72v4/articles/zp2ptrd)

5

**WALT: make connections between what Christian and Jewish people believe about the beginning of the world and how they think people should treat the world.**

**STEP 1:** Recap the last lesson using the sticky knowledge slides.

Ask: what do you already know about how Christians, Jewish and non-religious people think people and the world should be cared for. Explain that today we are going to be going back to the creation story to find out about how and why Christians and Jewish people think that the world should be cared for.

**STEP 2:** Share the Christian and Jewish creation story with pupils. Explain that this story is the same in both the Torah and the Bible. You may also wish to show a high-quality video version of this story\*. Talk through the key events from the story with pupils; are they able to sequence what happened on each day. Focus together on the instructions that Adam and Eve were given; what were they put in charge of? What would they need to care for?

**STEP 3:** Ask pupils how God described his creation. Talk about the word 'good' being used and how good was good enough because there was no sin in the world.

Ask pupils if they think the world today could still be described as 'good'. Show some pictures of plastic pollution, deforestation etc, what is the problem with the world? Are all humans caring for it in the right way?

**STEP 4:** Ask pupils what they think God would be happy with in the world today and what he would be sad with. Give pupils a slip of green paper and a slip of red paper. Ask them to write one thing they think that God would be happy with on the green and one thing that he would be sad with on the red. Bring the class back together and create a table of feedback. Talk with the children about what they have written and why.

**STEP 5:** Explain that many Christians believe they are supposed to be stewards of the world. Jewish people have a phrase called Tikun Olam which means mending the world. Ask pupils what one thing they think that Christians and Jewish people today could do to care for or mend the world.

Give pupils a speech bubble and encourage them to write one world changing thing on it. Pupils could also illustrate their writing.

Ensure that you make clear links between stewardship or mending of the world and the instructions that Adam and Eve were given in Genesis.

This version was used in the unit on creation earlier in the year [https://youtu.be/yZ1Fd\\_SPC18](https://youtu.be/yZ1Fd_SPC18)

6

**Subject composite - artwork to demonstrate how Jewish and Christian people might look after the world.**

**WALT: explore what Christians and Jewish people believe about the beginning of the world and how they think people should treat the world.**

**STEP 1:** Recap the last lesson and ask by Christians and Jewish people try to care for the world. How does what Adam and Eve are asked to do in Genesis One motivate them when it comes to caring for or mending the world?

**STEP 2:** Tell pupils about the Jewish festival of Tu Shevat or New Year for the trees\*. Tell pupils the story of the wise Rabbi\*\* (see unit and PowerPoint for more information). What does this story tell Jewish people about caring for the world? Who are they making sure that the world is good for?

**STEP 3:** Talk through some of the following was that Tu Shevat is celebrated by Jewish people today (see below):

Pick fresh fruit from trees.

Plant new trees

Create or buy a birdhouse to put in a tree.

Make something for your home with driftwood.

Recycle old paper and cardboard.

Hold a Tu Shevat Seder

**STEP 4:** Give pupils an outline of a tree and encourage them to write and illustrate one thing that a Jewish person might do to celebrate the new year of the trees.

**STEP 5:** Talk through the sticky knowledge quiz slides and complete the assessment for this unit.

\*Lots of ideas and resources for this unit can be found in big questions, big answers Investigating worldviews p9-13 which you have access to as a NATRE member

\*\* A good animation of the story is currently here <https://vimeo.com/18511246>

**Subject Composite:** artwork to demonstrate how Jewish and Christian people might look after the world.

**Impact:** understand how Christians and Jews care for people of the world, including giving to charities, and how this action links to teaching found within the Bible and the Torah.

**Hooks for new learning:**



## Street view Summer Year A Trevose Class (Y1/2) Sequence of Lessons

### Art (Summer)

**Intent:** to explore the work of a significant artist and use different techniques in their own artwork.

**Hooks from old learning:** (YR) primary colours.

Lesson	Sequence of Learning
1	<p><b>WALT: identify similarities and differences between two or more pieces of art.</b></p> <p>Display the <a href="#">Street view picture cards</a> and the <a href="#">Street view Pinterest board</a>. Invite children to describe each image, including what they like or dislike about the compositions. Encourage them to explain how the places and buildings shown in the images are similar to or different from each other and begin to articulate their observations using simple artistic vocabulary. Challenge the children to develop their observations further by choosing one of the <a href="#">Similar or different recording sheets</a> to complete. Invite the children to share their thoughts and read their sentences aloud. Extend by asking the children to make a thumbnail sketch of their favourite image.</p>
2	<p><b>WALT: describe and explore the work of a significant artist (James Rizzi).</b></p> <p>Use the official <a href="#">James Rizzi website</a> and the <a href="#">James Rizzi teacher information</a> to introduce the children to the artist and designer's work. Print off examples of his work and ask the children to study the images. Invite them to offer their initial responses, describing aspects of the work, such as colour and composition. Direct the children to choose an image to study more closely, recreating a part or whole of it, on a small-scale. Provide a range of drawing media, including marker pens, wax crayons, coloured pencils and pastels for the children to use. To conclude, ask the children to share their work. Encourage them to say what they like or dislike about their own, and the artist's work.</p>
3	<p><b>WALT: explore colour and form used in artwork by James Rizzie.</b></p> <p>Recap primary and secondary colours. Colour wheel.</p> <p>Discuss how James Rizzi created form by using layers of foam to create a 3-D effect. Demonstrate the cardboard layering technique to the children using the <a href="#">Cardboard layering technique instructions</a> and the <a href="#">Colourful house cut outs</a>. Provide the children with the equipment listed in the instructions and invite them to practise the technique. At the end of the session, ask the children to explain the challenges of creating a 3-D effect through layering and the success of their final piece.</p>
4 & 5	<p><b>WALT: draw and paint a place from memory and observation.</b></p> <p>Explain to the children that they will each make a colourful, 3-D picture of a building from their local landscape in the style of James Rizzi. Ask each child to discuss which building they would like to create. If necessary, take the children outside to look again at the local environment for ideas. Once the children have drawn and developed their ideas, ask them to sketch their building on paper and outline it in black marker pen. Then allow them to add colour using paints in primary or secondary colours. Once dry, children can develop their buildings further by adding form using the layering technique. When each individual piece is complete, ask the children to cut out their building from its background. Provide a walled surface for children to explore compositional possibilities and arrangements for their buildings, before deciding on a final arrangement. Once composed, encourage the children to work together to add imaginative features such as clouds, birds and cars in the spirit of Rizzi's work. Instruct the children to stand back and take stock of their collaborative work.</p>
6	<p><b>WALT: evaluate my work using simple artistic vocabulary.</b></p> <p>Involve the children in making a gallery of their finished work. Invite parents and carers to come and view the children's work and encourage the children to explain their intentions. Ask them to say what they like or dislike about it and describe how they used an artist's work to inspire their own. Invite visitors to identify buildings in the work and provide sticky notes for them to give written feedback. Ask the children to write a simple evaluation in their sketchbooks of their full suite of work. Give all children a copy of the <a href="#">Street View question sheet</a> to assess their learning. Mark together using the <a href="#">Street View answer sheet</a>.</p>

**Subject Composite:** Create a landscape piece of artwork inspired by James Rizzi and display in a class gallery.

**Impact:** children will know how a significant artist uses different techniques to create 3D effects in their own artwork.

**Hooks for new learning:**

# Taxi!

## Summer Year A

### Trevoze Class (Y1/2)

### Sequence of Lessons

## Design and Technology (Summer)

**Intent:** the children will learn about wheels, axles and chassis and how they work to make a vehicle move.

**Hooks from old learning:** (YR) machine art, toys from the past.

Lesson	Sequence of Learning
1	<p>EXPLORE wheels and axels.</p> <p><b>WALT:</b> Name and explore a range of everyday products and describe how they are used.</p> <p>Provide groups of three or four children with a box of objects and encourage them to push and pull the box along the floor. Ask, 'Is it easy or difficult to move the box? Is it easier to push or pull the box? What happens if you add more objects to the box and try to move it?' Give each group a skateboard or rollers to put under the box, then ask the children to move the box again to observe if it is easier or harder to move on wheels. Explain that wheels have been used for thousands of years to make things move smoothly and easily. Give the children toys and household items with wheels to investigate, such as toy vehicles, ride-on toys, skateboards, wheeled suitcases and pushchairs. As they explore, ask the children if they can spot the wheels, axles and chassis on each item. Then, give the children a copy of the <a href="#">Investigating wheels, axles and chassis recording sheet</a> to complete.</p>
2	<p>Explore wheels and axels.</p> <p><b>WALT: use wheels and axels to make a simple moving model.</b></p> <p>Recap on the terms wheel, axle and chassis from the previous session, then provide construction kits for the children to create a moving vehicle. Display the <a href="#">Moving objects picture cards</a> and the toys from the previous session to provide inspiration, then allow the children time to make their vehicles. Take photographs of their creations and stick them onto the <a href="#">Vehicle evaluation sheet</a>. Ask the children to complete the sheet using the correct terminology. At the end of the session, encourage the children to share their designs with others.</p>
3	<p><b>WALT: describe similarities and differences between moving vehicle models.</b></p> <p>Before the lesson, make a variety of moving vehicle prototypes by following the <a href="#">Moving vehicles instructions</a>. At the beginning of the lesson, explain to the children that there are different ways of making axles and fixing wheels to a chassis. Show the children the prepared examples and describe how each has been made. Ask the children to look at the different methods of attaching axles and wheels and then encourage them to choose one that they would like to make. Give each child a copy of the <a href="#">Moving vehicles instructions</a> and the equipment needed. With adult support, encourage the children to follow the instructions to attach the axles and wheels to their chassis using their chosen method. When complete, encourage the children to test their vehicles to see how they move. At the end of the session, ask the children to fill in the <a href="#">Moving vehicle evaluation sheet</a> to record their learning.</p>
4	<p><b>WALT: create a design for a model taxi using a design criteria. .</b></p> <p>Encourage the children to look carefully at the <a href="#">London taxi picture cards</a> and ask questions, such as 'What is a taxi? How many wheels and axles do they have? Why is there a sign on the front? Where do the passengers sit?' When the children have explored the form and function of a London taxi, explain that their task is to design a model London taxi which can move and has either fixed or moving axles. Ask the children to talk about their ideas, encouraging them to think about how they could change or improve the London taxi design. As a class, choose and record at least three essential design criteria that all their taxis must have, such as two axles and four wheels, headlights, a roof, and seats for at least two passengers. Show the children the materials available, such as cardboard boxes, card, dowel rods, rubber bands, wheels, washers, clothes pegs and other craft materials. After the children have explored the materials, ask them to complete the <a href="#">London taxi design recording sheet</a> to begin planning their designs.</p>
5	<p><b>WALT: create a moving model using wheels and axels.</b></p> <p>Provide the materials and tools for the children to make and decorate their London taxis. Demonstrate how to use the tools safely, then ask the children to use their design sheets as a guide as they create. Provide plenty of adult supervision and encourage adults to ask questions about the use of axles and wheels, and help the children solve any problems they encounter. Encourage the children to test their models as they work, to make sure they move smoothly and freely. At the end of the session, ask the children to take a photograph of their finished London taxi.</p>
6	<p>EVALUATE.</p> <p><b>WALT: Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</b></p> <p>Put the children into small groups with adult support. Give each child a few minutes to show their completed London taxi, demonstrating how they have met the essential design criteria and explaining what went well and any problems they encountered. After the discussion, give each child a printed photograph of their completed London taxi and a <a href="#">London taxi evaluation sheet</a>. Ask them to stick the photograph onto the sheet and then work through the evaluation, answering the questions and describing what went well and what improvements they could make to their taxi.</p>

**Subject Composite:** Make a model taxi that moves.

**Impact:** Children will understand the purpose and function of wheels, axles and chassis in a moving vehicle.

**Hooks for new learning:** (Y3/4) Tomb builders, (Y5/6) Moving mechanisms.

# Summer 1

## Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## Computing (purple mash)

**Intent: Coding:** the children will learn how instructions are used within computer programmes and will understand how using a code makes a computer programme.

**Hooks from old learning:** (EYFS) workspace area on purple mash.

Lesson	Sequence of Learning
1	WALT: understand what instructions are. Children can give and follow instructions. <ul style="list-style-type: none"> <li>• Children can draw symbols to represent instructions.</li> <li>• Children can arrange code blocks to create a set of instructions</li> </ul>
2	WALT: use code to make a computer program. Children can create a program using code blocks. <ul style="list-style-type: none"> <li>• Children can use object and action code blocks.</li> </ul>
3	WALT: understand what an event is. Children can create a simple program using code blocks. <ul style="list-style-type: none"> <li>• Children can use event, object and action code blocks.</li> </ul>
4	WALT: begin to understand how code executes when a program is run. Children can create a simple program using code blocks. <ul style="list-style-type: none"> <li>• Children can use event, object and action code blocks.</li> <li>• Children can notice when their code executes when their program is run.</li> </ul>
5	WALT: understand what backgrounds and objects are within a computer program. Children can edit a scene by adding, deleting and moving objects. <ul style="list-style-type: none"> <li>• Children can change the size of objects using the attributes (properties) table.</li> </ul>
6	WALT: plan and make a computer program. Children can create a design plan for their Free Code Scene program. <ul style="list-style-type: none"> <li>• Children can use code to make the program they have designed work.</li> </ul>

**Subject Composite:** children will create their own

**Impact:** Children will know what a code is and will begin to use coding to make their own program.

**Hooks for new learning:** coding (Y3/4 and Y5/6)

# Summer 2

## Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## Computing (purple mash)

**Intent: Coding:** the children will apply their knowledge of coding from the previous unit and will develop their understanding of how to use different objects within a program.

**Hooks from old learning:** (EYFS) workspace area on purple mash.

Lesson	Sequence of Learning
1	<p>WALT: understand what an algorithm is.</p> <ul style="list-style-type: none"> <li>Children can explain that an algorithm is a set of instructions.</li> <li>Children can describe the algorithms they created.</li> <li>Children can explain that for the computer to make something happen, it needs to follow clear instructions</li> </ul>
2	<p>WALT: create a program using a given design.</p> <ul style="list-style-type: none"> <li>Children can plan an algorithm that includes collision detection.</li> <li>Children can create a program using collision detection.</li> <li>Children read blocks of code and predict what will happen when it is run.</li> </ul>
3	<p>WALT: understand that algorithms follow a sequence.</p> <ul style="list-style-type: none"> <li>Children can create a program that uses a timer-after command.</li> <li>Children can explain what the timer-after command does in their program.</li> <li>Children can predict what will happen in a program that includes a timer-after command.</li> </ul>
4	<p>WALT: understand that different objects have different attributes.</p> <ul style="list-style-type: none"> <li>Children can create a computer program that includes different object types.</li> <li>Children can modify the attributes (properties) of an object.</li> <li>Children can use different events in their program to make objects move.</li> </ul>
5	<p>WALT: create a program using buttons.</p> <ul style="list-style-type: none"> <li>Children can create a computer program that includes a button object.</li> <li>Children can explain what a button does in their program.</li> <li>Children can modify the attributes (properties) of a button to fit their program design</li> </ul>
6	<p>WALT: know what 'debugging' means.</p> <ul style="list-style-type: none"> <li>Children can explain what debug (debugging) means.</li> <li>Children can use a design document to start debugging a program.</li> <li>Children can debug simple programs.</li> </ul>

**Subject Composite:** children will create their own

**Impact:** Children will develop their understanding of coding within computer programmes and will use different objects within their own programmes.

**Hooks for new learning:** coding (Y3/4 and Y5/6)

# Childhood

## Summer Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

#### Music charanga – Your imagination (Y2)

listen with concentration and understanding to a range of high-quality live and recorded music  
experiment with, create, select and combine sounds using the inter-related dimensions of music

**Intent:** Children will learn how to improvise and compose their own short piece of music.

**Hooks from old learning:** (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Lesson	Sequence of Learning
1	<b>WALT: listen to and begin to learn a new song: 'Hey you'.</b> <ul style="list-style-type: none"> <li>• Listen to and appraise a new genre of music.</li> <li>• Identify key themes in the song</li> </ul>
2	<b>WALT: Sing the song and play instrumental parts within the song.</b> Revise and consolidate the song from last week. <ul style="list-style-type: none"> <li>• Warm-up Games</li> <li>• Flexible Games (optional)</li> <li>• Sing the song: Hey you</li> <li>• Play instrumental parts</li> </ul>
3	<b>WALT: improvise with our voices.</b> <ul style="list-style-type: none"> <li>• Warm-up Games</li> <li>• Sing the song: Hey you</li> <li>• Play instrumental parts</li> <li>• Improvise using our voices</li> </ul>
4	<b>WALT: use what I know to compose my own instrumental part for the song.</b> <ul style="list-style-type: none"> <li>• Warm-up Games</li> <li>• Sing the song: Hey you</li> <li>• Play instrumental parts</li> <li>• Compose own instrumental part for the song.</li> </ul>
5	<b>WALT: play my own composition within the friendship song.</b> <ul style="list-style-type: none"> <li>• Warm-up Games</li> <li>• Sing the song: Hey you</li> <li>• Play instrumental parts</li> <li>• Improvise option</li> <li>• Play your composition(s) within the song</li> </ul>
6	<b>WALT: Perform the rap Hey you as a group to the rest of the class.</b> <ul style="list-style-type: none"> <li>• Warm-up Games</li> <li>• Sing the song: Hey you</li> <li>• Play instrumental parts</li> <li>• Play your composition(s) within the song</li> </ul>

**Subject Composite: group end of unit performance to the class including the children's own compositions within the song.**

**Impact:** Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

**Hooks for new learning:**

## Summer Year A Trevoose Class (Y1/2) Sequence of Lessons

### PSHE (Summer 1) Relationships following jigsaw planning.

**Intent:** The children will learn about different relationships and how to build positive, healthy relationships with friends and family.

**Hooks from old learning:** (YR) relationships.

Lesson	Sequence of Learning
1	WALT: know how to make friends.
2	WALT: try to solve friendship problems when they occur.
3	WALT: help others to feel part of a group.
4	WALT: show respect in how they treat others.
5	WALT: know how to help themselves and others when they feel upset or hurt.
6	WALT: know and show what makes a good relationship. Celebrate someone special: why do I appreciate them? Why are they special to me?

**Subject Composite:** celebration of someone special (balloon display in the classroom).

**Impact:** Children will have a deeper understanding of how it feels to belong to a family. They will explore how to praise themselves and others and will know what to do if they need help.

**Hooks for new learning:** relationships (Y3/4 and Y5/6).



# Childhood

## Summer Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## PSHE (Summer 2) changing me following Jigsaw planning.

**Intent:** The children will learn how they feel when change happens and will understand how they change as they grow.

**Hooks from old learning:** (YR) changing me.

Lesson	Sequence of Learning
1	WALT: understand that everyone is special and unique.
2	WALT: express how I feel when change happens.
3	WALT: understand and respect the changes that I see in myself.
4	WALT: understand and respect the changes that I see in other people.
5	WALT: know who to ask for help if I am worried about change.
6	WALT: look forward and cope with changes.  Assessment opportunity.

**Subject Composite:** things to look forward to display, celebrating change and learning new things.

**Impact:** children will understand how they change as they grow and will know who they can go to for help if they are worried about any change.

**Hooks for new learning:** changing me 3/4 and 5/6.

# Childhood

## Summer Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## P.E (Summer 1) Athletics

**Intent:** To learn running, jumping and throwing skills.

**Hooks from old learning:** (YR)

Lesson	Sequence of Learning
1	<b>WALT: walk and run in a coordinated way, at different speeds for short and long distances.</b> Develop speed technique, improve running around a curve, slow, stop start and change pace. Gold I can walk and run and vary my pace to suit the activity. Silver I can walk and run at a variety of speeds Bronze I can walk and run and keep moving.
2	<b>WALT: throw a range of implements for distance.</b> <b>Different ways to throw.</b> Gold I can throw in a coordinated way for accuracy Silver I can demonstrate how to throw an object accurately Bronze I am beginning to throw an object for distance
3	<b>WALT: Run and jump over obstacles.</b> <b>Running jumps (hurdles)</b> Gold - I can jump over hurdles and maintain my pace Silver - I can jump over obstacles safely and smoothly Bronze - I can run, jump and land safely.
4	<b>WALT: run short and fast or pace myself for a longer run.</b> <b>Running, improve speed and sprints.</b> Gold I can run with control and coordination Silver- I can run in different ways and at different speeds Bronze - I can show my understanding 'jog' or 'run'
5	<b>WALT: demonstrate a variety of jumps and link them together.</b> <b>Combine jumps for distance and height.</b> Gold - I can confidently coordinate a series of jumps. Silver - I can show different jumps and land safely. Bronze - I am beginning to use the skills I have learned to jump and land safely
6	<b>WALT: confidently apply the skills I have learned, to throw, jump and run in a competitive situation.</b> <b>Circuit of activities (mini competition)</b> Gold I have achieved the gold challenge. Silver I have achieved the silver challenge. Bronze I have achieved the bronze challenge.

**Subject Composite: mini competition to apply skills learned this half-term.**

**Impact:** children will understand how they can run slower/ faster depending on the distance of their run. They will be able to jump small hurdles and apply their running, throwing and jumping skills in a competitive situation.

**Hooks for new learning: athletics (3/4, 5/6).**

# Childhood

## Summer Year A

### Trevose Class (Y1/2)

### Sequence of Lessons

## P.E (Summer 2) Net and wall games

**Intent:** To learn different skills that can be applied to a competitive game.

**Hooks from old learning:** (YR) throwing and catching.

Lesson	Sequence of Learning
1	<p><b>WALT: get into the ready position to receive a ball.</b></p> <p><b>Gold</b> I can be in the ready position, moving from left to right to intercept the ball and return to the centre prepared for the next ball.</p> <p><b>Silver</b> I can be in the ready position and move from left to right to intercept the ball.</p> <p><b>Bronze</b> I can be in the ready position to catch the ball.</p>
2	<p><b>WALT: send and receive a ball.</b></p> <p><b>Gold</b> I can send the ball in a variety of ways and anticipate where it will land and be ready to receive it when it is returned.</p> <p><b>Silver</b> I can send the ball in a variety of ways and be in the ready position when it is returned.</p> <p><b>Bronze</b> I can send and receive the ball.</p>
3	<p><b>WALT: use a racket to return a ball.</b></p> <p><b>Gold</b> I can return the ball, using a smooth action to a target area.</p> <p><b>Silver</b> I can hold a racket/bat correctly and hit a ball accurately back to the collector.</p> <p><b>Bronze</b> I can hit a ball back to the collector.</p>
4	<p><b>WALT: use a racket to return a ball accurately.</b></p> <p><b>Gold</b> I can hit a ball accurately along a line and hit a target.</p> <p><b>Silver</b> I can use a racket to return a ball with some accuracy to a target</p> <p><b>Bronze</b> I can use a racket to return a ball with some accuracy</p>
5	<p><b>WALT: use the skills I have learned to play a game.</b></p> <p><b>Gold</b> I can confidently apply the skills I have learned (forehand, back hand, volley) to play a send and return game with a partner</p> <p><b>Silver</b> I can use the skills I have learned to return a ball over a central line to a partner.</p> <p><b>Bronze</b> I am beginning to use the skills I have learned to return a ball to a partner.</p>
6	<p><b>WALT: use the skills I have learned to play a competitive game.</b></p> <p><b>Gold</b> I can confidently apply the skills I have learned to play a competitive game. I have achieved the gold challenge.</p> <p><b>Silver</b> I can use the skills I have learned to play a competitive game. I have achieved the silver challenge.</p> <p><b>Bronze</b> I am beginning to use the skills I have learned to play a competitive game. I have achieved the bronze challenge.</p>

**Subject Composite: competitive game using skills learned throughout this half-term.**

**Impact:** children will understand how to hit a ball accurately with a racket and how to hit a target. They will know different ways to return a ball to a partner.

**Hooks for new learning:** cricket/ rounders and tennis (3/4,5/6)