

History

Summer Year B

Trevose Class (Y1/2)

Sequence of Lessons

History (Summer 1 and 2) Magnificent Monarchs

Intent: To teach children English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.

Hooks from old learning (YR) Childhood

Lesson	Sequence of Learning
1	WALT: Sequence information in chronological order on a timeline.
2	WALT: Understand the concept of monarchy, power and rule and compare the power of different monarchs.
3	WALT: Explore different royal residences and how they were used by different monarchs.
4	WALT: Understand who Alfred the Great was.
5	WALT: Understand who William the Conqueror was. .
6	WALT: Understand who Henry VIII was.
7/8	WALT: Research and compare Elizabeth I and Queen Victoria.
9	WALT: Understand who Queen Elizabeth II was.
10	WALT: Compare the impact of different monarchs
12	<p>Assessment opportunity: WORKING TOWARDS I can explain the meaning of the word monarch. I can make a simple comparison between two or more monarchs I have learnt about.</p> <p>WORKING AT I can explain the meaning of the word monarch and explain how the power of the English/British monarchy has changed since Alfred the Great's reign. I can make a simple comparison between the six monarchs I have learnt about. I can name some royal residences and explain how particular monarchs used them.</p> <p>WORKING BEYOND I can explain the meaning of the word monarch and explain how the power of the British monarchy has changed at different times in history. I make several comparisons between the six monarchs I have learnt about and can explain why they are each significant individuals. I can name some royal residences and explain how particular monarchs used them.</p>

Subject Composite: Children will create a poster about a chosen monarch.

Impact: Children will know the impact six significant monarchs had on British History.

Hook for Learning: British history topics covered in KS2. (Y3/4) Emperors and Empires, (Y5/6) Dynamic Dynasties

Geography

Summer Year B

Trevose Class (Y1/2)

Sequence of Lessons



Geography (Summer)

Intent: The children will review learning about human and physical features, the countries and seas of the UK and about compass points.

Hooks from old learning: (YR Me and My Community, Y1/2- Our Wonderful World, Coastlines)

Lesson	Sequence of Learning
1/2	Revision and revisit previous learning.

Subject Composite:

Impact: children recall the key knowledge taught about geography of the UK, compass points and human and physical features.

Hook for Learning: Key Stage 2 Geography, (Y3/4) One Planet, Our World, Interconnected World, (Y5/6) Investigating our World, Our Changing World

Sequence of learning

Science

Summer 1/2 Year B

Trevose Class (Y1/2)

Sequence of Lessons

Science (Summer 1/2) Animal survival

Intent: The children will learn about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.

Hooks from old learning (YR): Understanding of the world—the natural world **(Y1/2):** Human survival **(Y1/2):** Habitats

Lesson	Sequence of Learning
1	WALT: Know what a habitat is.
2	WALT: Understand what an invertebrate is.
3/4	WALT: Know the difference between a habitat and a microhabitat. WALT: Make observations and record collected data.
5	WALT: Describe what animals need to survive.
6	WALT: Investigate: What is the lifecycle of a butterfly?
7	<p>End of unit assessment. Assessment opportunity:</p> <p>WORKING TOWARDS I can name some invertebrates. I know animals need water, food, air and shelter. I can describe the stages of the life cycle of a butterfly.</p> <p>WORKING AT I can name several invertebrates and match them to their microhabitat. I know animals need water, food, air and shelter. I can describe the stages in the life cycle of different animals.</p> <p>WORKING BEYOND I can name many invertebrates and match them to their microhabitat. I know animals need water, food, air and shelter. I can describe the stages in the life cycle of different animals. I can collect and record data accurately using tallies and a block diagram.</p>

Subject Composite: Children will release newly hatched butterflies.

Impact: Children will be able to explain the ways an animal survives through its habitat and life cycle.

Hooks for new learning: (Y3/4) Animals, including humans, Grouping and classifying (Y5/6) Evolution and inheritance, Animal life cycles

R.E.

Summer 1 Year B

Trevose Class (Y1/2)

Sequence of Lessons

RE (Summer 1)

Intent: The children will learn about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

Hooks from old learning: (Y1/2) Who is a Muslim and how do they live?

Vocabulary: Muslim, Shahadah, Zakat, Hajj, Islam, Prophet, Salah, Sawm, Ramadan and Allah.

Lesson	Sequence of Learning
1	<p>WALT: Understand who was the Prophet Muhammad and why is he important to Muslims?</p> <p>Talk to pupils about leadership generally and show them some images of famous leaders e.g The King, the prime minister, leaders in the school or leaders from a well-known cartoon/tv show. As a class, make a list of all the qualities that these leaders have. What do they all have in common? Remind the children that in Part One of this topic they found out about the Prophet Muhammad. Explain that for Muslims, the Prophet Muhammad is a leader who shared Allah's word with them and teaches them how to act. Explain that over 1.5 billion people around the world still look to the Prophet Muhammad to know how to act. Ask pupils about some of the stories that they learnt about in part one of this unit. Are they able to retell the story of Muhammad and the cat? Give pupils a picture of the world and ask them to consider what the stories might teach Muslims today about caring for the world. Ask pupils to write one instruction for people to care for the world after following the example of The Prophet Muhammad.</p>
2	<p>WALT: About what difference does worshipping God make to Muslims?</p> <p>Show pupils the word Ibadah alongside some pictures showing worship in Islam. Ask: What do you think this word means? Explain that Ibadah means worship and for many Muslims this is the whole way that they try to live their lives. It is both worship and anything a Muslim does with the intention of obeying Allah. Following the five pillars helps Muslims ensure their life is dedicated to the worship of Allah. Show pupils a picture of the five pillars. Ask: can you remember what each of the pillars is? Can you remember what each of the pillars means? Explain that the intention to follow the 5 pillars is the most important thing for most Muslims. Ask pupils if Muslims tried to live out these five pillars how would they be living out Ibadah in their lives?</p> <p>Talk about worship being about everything that a Muslim does in their life but that their intention is the most important thing. Talk about the meaning of intention and why this is important.</p>
3	<p>WALT: Know what difference does worshipping God make to Muslims?</p> <p>Show pupils the pillar called 'Salah', do pupils know what this pillar stands for? Explain that most Muslims try to pray five times a day. Ask pupils if they know how Muslims prepare for worship. Explain that it is important for Muslims to be clean before God and that they perform a washing ritual called wudu. Show pupils images of washrooms from around the world. Show pupils a range of different prayer mats (travel prayer mat, a prayer mat with and without a compass, prayer mats with different designs etc). Why might different Muslims need different types of prayer mats? Explain that every prayer mat has one tiny mistake on the somewhere because Muslims believe that only Allah is perfect.</p>
4	<p>WALT: Know what difference does worshipping God make to Muslims?</p> <p>Remind pupils of the word 'Ibadah', what does it mean? Can pupils link their understanding of this word to the five pillars of Islam? Show pupils a Qur'an, can they remember how Muslims try to care for this? How were the words of the Qur'an given to Muslims? Ask pupils why Muslims carefully care for the Qur'an and make links to their knowledge of the words coming from Allah and being holy. Show pupils some highly decorated pages of Qur'ans from around the world. Look at the Islamic artwork and repeating patterns that are around the words. How can you tell that they are special for Muslims today?</p>
5	<p>WALT: Know what difference does worshipping God make to Muslims?</p> <p>Remind pupils of the word 'Ibadah'; what does this mean? Can pupils give any examples of how Muslims worship Allah in their daily lives? Show pupils the five pillars of Islam. Ask: how does each pillar link to worship? Share the pillars that the children wrote on earlier in the unit explaining how they linked to worship. Explain that today we are going to be finding out about Zakat and Sawm. Explain that Sawm means fasting during the holy month of Ramadan. Tell pupils that for one month every year Muslims try to fast i.e., do not eat or drink during the daylight hours and only eat or drink when the sun goes down. They do this so that they focus on Allah.</p>
6	<p>WALT: Reflect and talk about what I have learnt.</p> <p>Look through the sticky knowledge slides and recap pupil's key knowledge from within the unit. Ask pupils: What is the most interesting thing that they have learnt? What big questions do they have for believers?</p>

Subject Composite: Write a big question to ask a believer about what they have learnt either in part one or part two of the unit.

Impact: To encourage understanding of world religions.

Hooks for new learning: Y3/4 Islam: How do festivals and worship show what matters to a Muslim?

RE (Summer 2) What makes some places special to believers?

Intent: Pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.

Hooks from old learning: (YR) Thematic: which places are special and why?

Vocabulary: Worship, Jewish, Holy, Christian, Muslim, community, Mosque, Sacred, Church, Synagogue, Place of Worship and Shabbat.

Lesson	Sequence of Learning
1	<p>WALT: Which places are special to me? Where is a sacred place for a believer to go?</p> <p>Show pupils a selection of special places that they might know (e.g Buckingham Palace, Big Ben, Disneyland etc). What makes these places special to lots of people? Why do people visit them? Talk to pupils about special places that they have. Encourage pupils to share their special place with a partner, saying why it is special and how they feel when they are there. Bring the class back together as a whole and encourage pupils to share their special place with the class. Are the special places that pupils have all the same? Why might they be different? Ask pupils to draw a picture of their special place and write about why it is special to them. Bring the class back together as a whole. Show pupils diverse selection of photographs of different mosques, synagogues, and churches. Who are these places special to? Why might someone go to them? Does it just have to be a believer that these places are special to? Why do these places of worship look different to each other? Explain that this term, we are going to be finding out about various places of worship, how they are the same, how they are different and why they are important to believers.</p>
2	<p>WALT: Which place of worship is sacred for Christians?</p> <p>Ask: Why were various places special to believers? Can you remember any of the names of the places of worship? Share the big question for the lesson with pupils. Ask: What do you already know about churches? What might you find within a church? Show pupils a diverse range of photographs of different churches. Send pupils to table groups and ask them to work in small groups to record the similarities and differences that they notice between the different churches. Bring the class back together and discuss the key features. Ask pupils if they know why some churches have a font and some have a baptistry. Explain that some Christians believe that babies should be baptised to be welcomed into the church whilst others believe this is a decision that you make when you are older. Give pupils four puzzle pieces, ask them to go back to their tables and carefully draw and label four things that they might see in an Anglican church in each box.</p>
3	<p>WALT: Which place of worship is sacred for Jewish people?</p> <p>Encourage pupils to share their knowledge of different churches and talk about what they might find inside them, saying why some might be the same and some might have differences. Explain that today we are going to be finding out about the place of worship for Jewish people. Show pupils' pictures of a mosque, synagogue, and a church*. Ask: Can you identify the synagogue? How do you know that this is a synagogue? Are there any signs or symbols on the outside of the building that help you to identify that this is a special place for Jewish</p>
4	<p>WALT:</p> <p>Share with the pupils what Christians deem worthy of worship and worth honouring, namely God, and that one of the ways many Christians do this is by coming together regularly – often (but not always) on a Sunday – and taking part in a church service. Ask for suggestions of the different things that might happen in a service to worship God. Give pupils a selection of the photos of the church service in the middle of their tables. Ask them to write a sentence to predict what is going on in each picture. Bring the class back together and share the description of what is happening in each picture with the pupils. Can they match the pictures to the description of what is happening? Are they similar or different to the predictions pupils wrote?</p> <p>Explain that next we are going to find out more about what happens during worship in the synagogue. Share that while there are services in the synagogue on many days of the week, on the Saturday morning of Shabbat there is a service that lots of Jewish people try to go to. Ask the pupils if they know, or can they predict, what Jewish people might do at this service to worship God. Give pupils a selection of the photos of the Shabbat service at the Synagogue in the middle of their tables. Ask them to write a sentence to predict what is going on in each picture.</p> <p>Ask pupils in one half to create to work individually or in pairs to create a zig zag book titled What Happens during a Church Worship Service. Each page can then show various aspects of the service. Encourage pupils to draw, use photos and write what happens, and use the new vocabulary they have learnt. Ask pupils in the other half to create a poster for the noticeboard outside the synagogue showing what happens during a Saturday morning Shabbat service. Encourage pupils to draw, use photos and write what happens, and use the new vocabulary they have learnt. Ask: do you think all church services would be the same as this? What might be different? Do you think all synagogue services are the same? What might be different?</p>
5	<p>WALT: Which place of worship is sacred for Muslims?</p> <p>Set up pupils' tables with a variety of photographs of the inside and outside of Mosques on them. Send pupils to their tables with post it notes. Ask them to write down something on the post it notes that they find interesting, a question that they would like to ask or something that they know and stick it to the pictures. Give pupils some time to do this and then stop the class. Give each table two minutes to share something that is written on a few of the post it notes. Talk through the key areas of the mosque and for what they are used. As a class, take a virtual tour of a mosque. Give pupils an enlarged version of the cut out of the mosque *and slips of paper. Ask pupils to create labels for the mosque diagram and then practise leading a tour using their labels.</p>
6	<p>WALT: How are places of worship similar and different?</p> <p>Why are places of worship important to our community?</p> <p>Give pupils a large table with three columns headed 'church, mosque and synagogue.' Send pupils to tables in small groups to write down in each column what they know about those places of worship. Look through the information that the children have collected; what are the similarities between these places of worship? What are the differences? Can pupils suggest which six facts might be the most interesting for someone else?</p> <p>Give pupils a cube net and encourage them to write down their six most interesting facts from the unit (one on each face). Look through the facts the children have collected, which of these things is important for the local community? Do these places of worship have impact for non-believing members of the community? Look into local food banks, soup runs, charitable giving etc that link with these places of worship. How do these places of worship support the local community to flourish?</p> <p>Complete the assessment sheet for this lesson. Bring the class back together and talk about places of worship in the school's immediate local area, what do they do to support the community? Pick a place of worship and write a letter of encouragement to them, thanking them for what they do to support the local community.</p>

Art- Portraits and poses

Summer Year B

Trevose Class (Y1/2)

Sequence of Lessons

Art (Summer) Portraits and Poses

Intent: To teach children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.

Hooks from old learning: (YR) primary colours.

Lesson	Sequence of Learning
1	WALT: Explain why a painting, piece of artwork, body of work or artist is important.
2	WALT: Sketch a pose.
3	WALT: To take a digital portrait.
4	WALT: Edit and add details to a digital photo to create a 'royal portrait'
5	<p>Assessment opportunity:</p> <p>WORKING TOWARDS</p> <p>I can explain who a portrait is of.</p> <p>I can edit a photo to create and royal portrait.</p> <p>WORKING AT</p> <p>I can explain who a portrait is of and why it exists.</p> <p>I can edit a photo to create and royal portrait.</p> <p>WORKING BEYOND</p> <p>I can explain who a portrait is of and why it exists.</p> <p>I can compare artistic tools and materials used to create historic portraits and digital photos.</p> <p>I can edit a photo to create and royal portrait</p>

Subject Composite: Display 'Royal portraits' and invite visitors to view them.

Impact: Children will know why portraiture what important in the past and why it is important in the present. They will learn to edit a digital photograph.

Hooks for new learning: (Y3/4) Sketching, (Y5/6) Portraits!, Time traveller, Gallery Rebels

Sequence of learning

DT- Cut, stitch and join.

Summer Year B

Trevoze Class (Y1/2)

Sequence of Lessons

Design and Technology (Summer) Cut, Stitch and Join

Intent: The children will learn about about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.

Hooks from old learning: (YR) Puppets and Pop Ups.

Lesson	Sequence of Learning
1	WALT: Explain how everyday fabric products could be improved.
2	WALT: Find out about the significant designer Cath Kidston
3	WALT: Explore what a sewing pattern is and how it is used. WALT: Design a bag tag.
4	WALT: Use a running stitch to join fabrics.
5	WALT: Add simple embellishments based on design.
6	WALT: Evaluate bag tag against criteria.
7	Assessment opportunity: WORKING TOWARDS I can complete a simple running stitch for 2-3 stiches. WORKING AT I can complete a running stitch for 6-8 stiches. WORKING BEYOND I can complete a running stitch for 6-8 stiches using stitches of the same size and taking care to stitch in a straight line.

Subject Composite: Attach bag tag to a bag.

Impact: Children will understand wht a running stitch it a useful way to join two fabrics.

Hooks for new learning: (Y3/4) Functional and Fancy fabrics, (Y5/6). Etextiles

Computing

Summer 1 Year B

Trevose Class (Y1/2)

Sequence of Lessons

Computing (purple mash) Pictograms

Intent: Digital content: The children will learn how pictograms they can be used to represent data
Hooks from old learning: (EYFS) workspace area on purple mash.

Lesson	Sequence of Learning
1	WALT: Understand data can be represented in picture format.
2	WALT: Contribute to a class pictogram.
3/4	WALT: Use a pictogram to record the results of an experiment.
5	<p>Assessment opportunities:</p> <p>WORKING TOWARDS I can sort some data into a pictogram.</p> <p>WORKING AT I can collect and organise data into a pictogram</p> <p>WORKING BEYOND I can collect and organise data into a pictogram and analyse it by asking and answering questions.</p>

Subject Composite: Children will create their own pictogram based on collected data.

Impact: Children will learn how a pictogram can be used.

Hooks for new learning: (Y3/4) Branching databases, Spreadsheets, Graphing (Y5/6) Spreadsheet, Databases

Computing

Summer 2 Year B

Trevose Class (Y1/2)

Sequence of Lessons

Computing (purple mash)

Intent: Technology: The children will use technology to present information in different ways.

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

Lesson	Sequence of Learning
1	WALT: Explore how a story can be presented in different ways.
2	WALT: To make a quiz.
3	WALT: To make a factfile about a non-fiction topic.
4/5	WALT: To make a presentation to the class.
7	<p>Assessment opportunities:</p> <p>WORKING TOWARDS I can use the 2Create a Story software. I can save and store my own files.</p> <p>WORKING AT I can use the 2Create a Story software, 2Quiz software and show an understanding that information can be presented in different ways. I can save and store my own files.</p> <p>WORKING BEYOND I can independently choose a way to present information and explain why I chose it.</p>

Subject Composite: Children will make a presentation to the class.

Impact: Children will learn how to present information in different engaging ways.

Hooks for new learning: (Y3/4) Presenting, Writing for different audiences, (Y5/6) Quizzing, Word processing

Music

Summer 1 Year B

Trevose Class (Y1/2)

Sequence of Lessons

Music charanga – Friendship Song(Y2)

Intent: Children will learn to sing, play, improvise and compose, children will also listen and appraise Pop songs.

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

Lesson	Sequence of Learning
1	WALT: Listen to and appraise a new style of music. Learn to sing a new song.
2	WALT: Explore instrumental parts in the song and listen and appraise a new Pop song. .
3	WALT: Play instrumental parts in the song and listen and appraise a new Pop song.
4	WALT: Use our voices to improvise when singing the song and listen and appraise a new Pop song. .
5	WALT: Sing the song and play instrumental parts of the song and listen and appraise a new Pop song. .
6	WALT: Explore improvising and composing a new part of the song and listen and appraise a new Pop song. .
7	<p>Assessment opportunities:</p> <p>WORKING TOWARDS I can find the pulse in a piece of music. I can say why I do or don't like a newly heard song.</p> <p>WORKING AT I can recognise and name some instruments that I can hear. I can copy and clap back or perform rhythms in a variety of ways. I can accompany a piece of music using tuned and untuned instruments.</p> <p>WORKING BEYOND I create my own rhythms. I can accompany a piece of music using tuned and untuned instruments by complimenting its style .</p>

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: Continuing to build on skills in the Charanga scheme.

Music

Summer 2 Year B

Trevose Class (Y1/2)

Sequence of Lessons

Music charanga – Reflect, Rewind and Replay(Y1)

Intent: Children will learn to sing, play, improvise and compose, children will also listen and appraise classical music.

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

Lesson	Sequence of Learning
1	WALT: Listen and appraise a new Classical piece of music and revisit a song listened to earlier in the year. (A Song Before Sunrise by Delius - 20th Century, The Fresh Prince Of Bel Air by Will Smith)
2	WALT: Prepare to perform songs from earlier in the year and listen and appraise a new Classical piece of music and revisit a song listened to earlier in the year. (The Firebird by Stravinsky - 20th Century, When I'm 64 by The Beatles)
3	WALT: Prepare to perform songs from earlier in the year and listen and appraise a new Classical piece of music and revisit a song listened to earlier in the year. (The Bird by Prokofiev - 20th Century, Jai Ho by A. R. Rahman)
4	WALT: Prepare to perform songs from earlier in the year and listen and appraise a new Classical piece of music and revisit a song listened to earlier in the year. (Grand March from Aida by Verdi - Classical, Oye Como Va by Santana)
5	WALT: Prepare to perform songs from earlier in the year and listen and appraise a new Classical piece of music and revisit a song listened to earlier in the year. (Boléro by Ravel - 20th Century, Pure Imagination from the film Charlie And The Chocolate Factory)
6	WALT: Prepare to perform songs from earlier in the year and listen and appraise a new Classical piece of music and revisit a song listened to earlier in the year. (The Lamb by John Tavener - Contemporary, Rainbow Connection sung by Kermit The Frog)
7	Assessment opportunities: WORKING TOWARDS I can sing in time with my peers. I know how to stand when performing to an audience. WORKING AT I can sing and perform actions in time with my peers. I know how to stand and move when performing to an audience. WORKING BEYOND I can sing and perform actions in time with my peers. I can play an accompanying musical instrument during a performance. I know how to stand and move when performing to an audience and when waiting in between songs.

Subject Composite: Class end of unit performance to a chosen audience.

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: Continuing to build on skills in the Charanga scheme.

PSHE

Summer 1 Year B (ages 5-6)

Trevose Class (Y1/2)

Sequence of Lessons

PSHE (Summer 1) -Relationships

Intent: I will learn about...Different types of families, what it means to be a good friend, appropriate ways to greet my friends , who I can ask for help from within my school community, my qualities as a person and as a friend and Who is special to me.

Hooks from old learning: (YR) Relationships.

Vocabulary: Family, Belong, Different, Same, Friends, Friendship, Qualities, Kin,Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings

Lesson	Sequence of Learning
1	WALT: Families- I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.
2	WALT: Making Friends- I can identify what being a good friend means to me. I know how to make a new friend.
3	WALT: Greetings- I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.
4	WALT: People who help us- I know who can help me in my school community. I know when I need help and know how to ask for it.
5	WALT: Being my own best friend- I can recognise my qualities as a person and a friend. I know ways to praise myself.
6	WALT: Celebrating my special relationships- I can tell you why I appreciate someone who is special to me. I can express how I feel about them.
7	<p>Assessment opportunity-examples of answers:</p> <p>WORKING TOWARDS My special person is my Dad. He is special because he makes me feel safe.</p> <p>I can ask my Dad for help if I need it.</p> <p>WORKING AT My special person is my friend. They play with me and are kind. We are friends because we care about each other. I am kind to my friend, especially when they are sad or poorly.</p> <p>I like my friend because they are helpful. If my friend wasn't a caring person, I wouldn't want to be friends with them.</p> <p>WORKING BEYOND When I am kind to my baby sister it makes me feel good too. Sometimes she cries, but I can make her stop by playing with her. She smiles at me and that's how I know she is enjoying the game.</p> <p>When I help with my sister, my parents give me a cuddle and that makes me feel safe and loved and I know they appreciate me helping.</p>

Subject Composite: Create 'Our Relationship Fiesta'

Impact: Pupils will learn how to build positive, healthy relationships.

Hooks for new learning: Relationships ages 6/7.

PSHE

Summer 2 Year B (ages 5-6)

Trevose Class (Y1/2)

Sequence of Lessons

PSHE (Summer 2) -following Jigsaw planning.

Intent: In this I will learn about...The life cycle of animals and humans, how I change as I get Older, the things about me that stay the same, the parts of the body that make boys and girls different and changes that have happened in my life.

Hooks from old learning: (YR) Changing me.

Vocabulary: Changes, life cycles, baby, adulthood, grown up, male, females, learn, new, grow, change, feelings, anxious, worried, excited and coping.

Lesson	Sequence of Learning
1	WALT: Life Cycles- I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.
2	WALT: Changing me- I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.
3	WALT: My Changing Body- I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.
4	WALT: Boys and Girls Bodies- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.
5	WALT: Learning and Growing- I understand that every time I learn something new I change a little bit. I enjoy learning new things.
6	WALT: Coping with Changes- I can tell you about changes that have happened in my life. I know some ways to cope with changes.
6	<p>Assessment opportunity-Examples of the style of answers that children may write.</p> <p>WORKING TOWARDS I can talk now. I am taller. I will be going into a different class next year and I am excited about that.</p> <p>WORKING AT I will carry on getting taller as I grow up. I am already much taller than when I was a baby. I have to go to a new class soon with a different teacher. This is a change that worries me because I don't know the teacher very well, and I will be sad to leave my old classroom behind.</p> <p>WORKING BEYOND Private parts of a person's body like the penis or vagina are special. I wouldn't talk to my Granny about these because she would be embarrassed. I would use the proper words with a doctor so they could help me feel better. One day I might have to go to a school that is a different one from my friends. This would make me feel sad. I would talk to my Dad about it because he might have some good ideas to take my mind away from my worries.</p>

Subject Composite: End of puzzle outcome is the flower pictures.

Impact: Pupils will learn how to cope positively to change.

Hooks for Learning: Changin me ages 6/7.

PE

Summer 1 Year B Trevose Class (Y1/2) Sequence of Lessons

P.E (Summer 1) Athletics 2

Intent: To master basic movements including running, jumping, throwing and catching.

Hooks from old learning: (YR) Athletic skills taught in EYFS

Lesson	Sequence of Learning
1	WALT: To walk and run at different speeds and over different distances.
2	WALT: Throw a range of implements for distance.
3	WALT: Run and jump over obstacles.
4	WALT: Run short and fast or pace myself for a longer run.
5	WALT: Demonstrate a variety of jumps and link them together.
6	WALT: Use the skills I have learnt to take part in a mini event.
7	<p>Assessment opportunity. WORKING TOWARDS I can walk and run and keep moving. I am beginning to throw an object for distance I can run, jump and land safely I can show my understanding 'jog' or 'run' I am beginning to use the skills I have learned to jump and land safely.</p> <p>WORKING AT I can walk and run at a variety of speeds I can demonstrate how to throw an object accurately I can run and jump over obstacles safely and smoothly I can run in different ways and at different speeds I can show different jumps and land safely.</p> <p>WORKING BEYOND I can walk and run and vary my pace to suit the activity. I can throw in a coordinated way for accuracy I can jump over hurdles and maintain my pace I can run with control and coordination I can confidently coordinate a series of jumps.</p>

Subject Composite: Apply skills to mini event/ sport's day.

Impact: children will understand how to run, throw, jump effectively in different events.

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

PE

Summer 2 Year B

Trevose Class (Y1/2)

Sequence of Lessons

P.E (Summer 2) Striking and fielding (Cricket with Cornwall Cricket)

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

Hooks from old learning: (YR) Throwing and catching skills taught in EYFS.

Lesson	Sequence of Learning
1	WALT: Develop our cricket skills.
2	WALT: Develop our cricket skills.
3	WALT: Develop our cricket skills.
4	WALT: Develop our cricket skills.
5	WALT: Develop our cricket skills.
6	WALT: Develop our cricket skills.
7	<p>Assessment opportunity.</p> <p>WORKING TOWARDS</p> <p>I can throw and catch a ball from a partner. I can aim a ball accurately to hit a target. I can bowl a ball towards a target. I can hit a ball with a bat. I am beginning to use the skills I have learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p> <p>WORKING AT</p> <p>I can throw and catch a ball from a partner (catching it most of the time). I can aim a ball at a target and hit it some of the time. I can vary the way I bowl a ball at a target. I can hit a ball (with a bat) when it is bowled towards me. I can use the skills I have learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p> <p>WORKING BEYOND</p> <p>I can throw and catch a ball accurately over various distances. I can aim a ball accurately to hit a target. I can vary the way I bowl the ball depending on the target. I can bowl accurately. I can hit a ball (with a bat) accurately into a space when it is bowled towards me. I can confidently apply the skills I have learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p>

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

Impact: Children will have acquired new skills that they can apply in a complete game.

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