

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

Geography (Spring 1 and 2)

Intent: to name and locate the four countries and capital cities of the United Kingdom.

Hooks from old learning (YR):

Lesson	Sequence of Learning
1	<p>Introduce topic question: Cold Task quiz: Sticky Knowledge for geography – what is geography? What do we know already? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic. WALT: understand what a landmark is. What landmarks have we visited? Show pictures from trips (cathedral and Hall for Cornwall). Discuss why these might be a landmark. Do the children know any others? Show variety of landmarks and ask children to sort and match them correctly. Share thoughts and identify if any of the children have been to any of these landmarks. Look closely at Truro cathedral (visited in December 2023) ask questions: What is the name of the landmark? Where is the landmark? What does it look like? What is its purpose? When was the landmark built? Who built it? Why was the landmark built in that place? Has it changed since it was built? How do people use the landmark? Hold class discussion (record answers and ideas on the board) and then ask children to choose a photograph of the landmark and describe it using ideas shared in the class discussion.</p>
2	<p>WALT: name and locate the countries and capital cities in the United Kingdom. Recap continents song – zoom into Europe and then United Kingdom. Ask children what they know about the U.K. Encourage the children to locate each country and its capital city, using the key and labels. Invite the children to use the compass to describe where the countries are in relation to each other. For example, London is east of Cardiff; Scotland is north of England. Explain that the United Kingdom is a union of the four countries, England, Northern Ireland, Scotland and Wales. Invite the children to point to where they think they live on the map. Reveal the answer, then ask the children to talk about how near or far those countries are from the place they live. Challenge the children to identify and label each country, capital city, and the place they live on the United Kingdom (blank) map, using the United Kingdom map for reference. Invite the children to check their work with a partner.</p>
3	<p>WALT: identify physical features of the United Kingdom. Show the children the Physical features of the United Kingdom video. After watching, encourage the children to recall the names of common physical features of the United Kingdom using the correct geographical vocabulary. Encourage them to describe some of the characteristics of each feature, for example, 'A lake is a body of water surrounded by land'. Challenge the children to demonstrate their understanding using the Physical features matching sheet or Physical features labelling sheet. Invite the children to share their answers with the group. Children could also write a list of the physical features shown in the video to help them remember the different types.</p>
4	<p>WALT: understand what a city is. Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning. Reignite: local walk – what human features can we see in the village? Can we identify any landmarks in our local area?</p>
5	<p>WALT: identify geographical features using aerial photographs. Use aerial photographs of London to explore different geographical features that the children can identify. Ask children to discuss what they can see and record ideas by labelling the pictures.</p>
6	<p>WALT: identify characteristics of London as a capital city. Remind the children that a settlement is a place where people live, then share the London presentation. Talk about each slide, then explain to the children that they will explore London further using an online tool called Google Earth. Display Google Earth on a screen, demonstrate how to use the search tool to locate the UK, and then zoom in on London. Explore the location and size of London and then ask the children to describe what they see as you zoom further into the map. Ask, 'Can you find an airport? Can you locate a bridge? Where do you think Buckingham Palace might be?' Drag and drop the Street View icon onto the map at places of interest for the children to see the features from a different perspective. Ask the children to write sentences on paper strips to describe their findings, for example, 'London has many bridges' or 'A river runs through London'. Display the sentences alongside a map or aerial picture of London to collectively describe the city's characteristics.</p>
7	<p>WALT: identify significant London landmarks. Explore pictures of London landmarks and discuss why they are significant. Match pictures to names and describe landmarks using what they have learnt during the lesson.</p>
8/9	<p>WALT: summarise what we know about the United Kingdom. Revisit and Reignite Learning – revise learning and Use information that children have collected over the term to create a travel guide for Marley the meerkat visiting London.</p>
10	<p>END OF TOPIC (history) Final Findings – what can you tell us about the United Kingdom? Hot Task quiz: Sticky Knowledge – complete quiz about the United Kingdom to identify what we now know. Children to also share travel guides and peer mark.</p>

Subject Composite: Children will create a guide for someone visiting the United Kingdom.

Impact: Children have a good knowledge of what geography is and understand different features of the world.

Hooks for new learning (Y3/4): misty mountain, windy river, (Y5/6) sow, grow, farm.

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

History (Spring) linked to geography learning about London.

Intent: The children will learn about a significant event in London.

Hooks from old learning: (YR) the past.

Lesson	Sequence of Learning
1/2	<p>WALT: understand the story behind a historical landmark.</p> <p>Show the children The Great Fire of London video. After watching, talk about the fire, its causes and the impact it had on the city of London. Invite the children to work in pairs or small groups to read, discuss and answer the questions provided on the Great Fire of London sorting cards. Share their answers. Show the children the Monument to the Great Fire of London picture cards. Explain that the monument was built to commemorate the Great Fire and to celebrate the rebuilding of the city. Explain that many people visit the monument because it marks a site of historical importance. The children can record their knowledge of the Great Fire and the monument using the Great Fire of London word mat.</p>
3	<p>WALT: make connections between a significant event and now.</p> <p>Talk about nursery rhymes and ask for any examples that the children know. Explain that most nursery rhymes are traditional songs that were composed many years ago and were written about events that happened in the past. Play the London's burning video. Ask the children to listen carefully and then explain what event the song might be referring to. Sing the song as a group, encouraging the children to sing the words clearly and finish the lines together.</p>

Subject Composite:

Impact: children will understand the history behind some London landmarks and will be able to discuss a significant event.

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

RE (Spring 1) Judaism: who is Jewish and how do they live?

Intent: The children will learn about Jewish prayer, stories used in Jewish celebrations and reflect on how these stories remind Jewish people about what God is like.

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

Lesson	Sequence of Learning
1	<p>WALT: understand what is special to Jewish people and what mezuzah reminds Jewish people of.</p> <p>Introduce special object from home - what is it? Why might it be special to me?</p> <p>Look at photos of what children have sent in - why is their object special to them? Does anyone have any precious objects in their home? Look at Star of David and explain we are learning about Jewish people.</p> <p>Explore special objects we might find in a Jewish home. Ask questions and encourage children to explore their ideas about each object - feedback and record ideas. Then reveal what each object is.</p> <p>Look at mezuzah and listen to Hear, O Yisrael (Shema Yisrael) in Hebrew (youtube.com)</p> <p>Explore why this is a special object in Jewish homes - create list of words we would display in our homes to see every day.</p> <p>Create bookmarks and door signs of the special words that the children would like to display - refer back to them in lesson 2 and discuss how it made them feel seeing/ reading them everyday.</p>
2	<p>WALT: understand: how and why do Jewish people celebrate Shabbat?</p> <p>Show mystery thinking box - inside have a selection of items related to Shabbat. Ask children to choose 2 items - one they like and one they would like to know more about. Use box as the centre of a 3D mind map (place objects around box and record comments/questions by children). Explain why Jewish people have Shabbat each week. Recap on creation story from Autumn 1 (remind children it is the same story as Christians). Explore what happens during Shabbat Jewish Painting: Shabbat Shalom by Alex Levin (artlevin.com).</p> <p>Look back at the mystery thinking box - choose an object that they have learnt more about and write about the object in RE books. BBC Two - My Life, My Religion, Judaism, Shabbat</p>
3	<p>WALT: know what stories Jewish people tell from the Jewish Bible.</p> <p>Share Jewish story and create actions to support recall of the sacred text.</p> <p>Record photos as freeze-frames of different parts of the story and ask children to record what their freeze-frame shows.</p> <p>Create display of work alongside the story.</p>
4	<p>WALT: retell the story of Chanukah.</p> <p>Look at artwork related to Chanukah - ask children to look closely; what can you see? Do you notice anything about any objects in the picture that we have seen this half-term?</p> <p>Read through story of Chanukah. Ask children to think of questions they would like to ask about Chanukah and record.</p> <p>In groups retell story and identify key parts of the story - record pictures and add to class display.</p>
5	<p>WALT: reflect on the story of Chanukah and how Jewish people think about miracles.</p> <p>Retell story of Chanukah. Explain how Jewish people celebrate Chanukah and highlight the miracles in the story.</p> <p>Create own artwork linked to picture at the beginning about Chanukah. Children to create 5 tags for their picture to explain what the picture shows and to show what they now know about Chanukah.</p> <p>Create gallery of the children's art work.</p> <p>Think ahead to lesson 6 - if we were to have a celebration of something important, what would it be for and what would we do?</p>
6	<p>WALT: reflect on how we celebrate and remember things that are important in our own lives.</p> <p>Celebrate something in class e.g. birthday/ a class achievement. Create a celebration (music, food, games).</p> <p>Talk about how the celebration makes them feel. Link to other special celebrations and connect this to what we have learnt in this unit particularly about Shabbat and Chanukah.</p>

Subject Composite: art gallery of work created about Chanukah.

Impact: children will have developed an understanding of Jewish beliefs and traditions when celebrating special times.

Hooks for new learning: (Y3/4 A) - What is it like to follow God? Festivals and families, (Y5/6) The Torah.

Spring Year A

Trevose Class (Y1/2)

Sequence of Lessons

Science (Spring 1/2)

Intent: The children will identify and name the basic parts of the human body and will be able to identify which part of the body is associated with each sense. We will also learn about the four seasons and we will make observations of changes in the weather and learn about the work of meteorologists. They will work scientifically and collaboratively to investigate which body parts are associated with each sense and to record data about the weather.

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

Lesson	Sequence of Learning
1	<p>Cold Task: what do you know about seasons?</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit.</p> <p>Key question: how do seasons change?</p> <p>WALT: what season we are in and make observations of our environment.</p> <p>Go out into the local environment and encourage the children to observe trees, plants and animals and to 'feel' the weather. Take photographs as evidence. Back in the classroom, encourage the children to choose a photograph and write a caption explaining the seasonal change shown in the image. At the end of the session, give each child a Changing seasons writing frame and encourage them to write simple predictions, using their knowledge or past experiences, for the changes that will happen over the coming months as winter turns to spring. Place the predictions in an envelope and explain that they will open the envelope at the end of the project to see if their predictions were right.</p>
2	<p>WALT: learn about deciduous and evergreen trees and how these can help us when identifying different seasons.</p> <p>Talk about the different types of trees and how they could identify the different types at this time of year. Model and explain the technical vocabulary included. If possible, take the children out into the locality and ask them to look at the trees, spotting which are evergreen and which are deciduous. Collect a small number of twigs from both types of tree for children to study in the classroom. Encourage them to look closely at the twigs, identifying them as deciduous or evergreen based on the presence of either buds or needle-shaped leaves.</p> <p>Record learning using key vocabulary and photos.</p>
3	<p>WALT: explore seasonal changes in deciduous trees.</p> <p>Recap the words deciduous and evergreen, then explain to the children that they will look more closely at how deciduous trees change in each season. Share the Seasonal changes in apple trees presentation and discuss the content. Model correct vocabulary during the discussion using the Seasonal changes in apple trees teacher information. Provide small groups of children with the Seasonal changes in apple trees picture cards. Encourage the children to talk about the pictures, deciding what they show, labelling them with one of the seasons and putting them into chronological and cyclical order.</p>
4	<p>WALT: explore seasonal changes in animals.</p> <p>Ask: how do seasons changing affect animals?</p> <p>Look at examples of different animals that migrate/ hibernate and discuss why they do this and what it means. Give groups an animal to explore in more detail and record their learning about.</p>
5	<p>WALT: know what weather is.</p> <p>Ask the children what they already know about the weather and note any misconceptions. Show the children the What is the weather? video and encourage them to answer questions about the weather. Go outside and ask the children to answer the question 'What is the weather like today?' Encourage them to observe the sky, feel the temperature and look for signs of the wind and precipitation. Talk about the children's observations and reiterate the causes and consequences of this weather. Ask them to write a short description of the weather, using the words on the Weather word mat to help. If time allows, take the children outside for a second time during the day and ask the question 'Has the weather changed?'</p>
6/7	<p>WALT: gather and record data.</p> <p>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 weather?</p> <p>Explore different methods of recording wind, temperature and precipitation. Carry out investigations to measure different types of weather and record results.</p>
8	<p>WALT: create a weather report.</p> <p>Look at the data that they have recorded after measuring different types of weather. Watch weather reports, discuss what they tell us and what is similar/ different. Show symbols and model how to use the data collected to create a short weather report. Ask children to use their data to create their own weather report – record and share with other classes in CW.</p>
9 (Ongoing investigation for term)	<p>WALT: plan, carry out and evaluate an investigation.</p> <p>Reflect on what the children have learnt this term – what can they tell each other about seasonal changes and the weather? Plan investigation as a class/ in small groups and ask children what they will need etc. set up investigation for remaining 2 weeks of half-term to record data.</p>

Subject Composite: children will record their own weather report using knowledge and vocabulary that they have learnt this term.

Impact: Children will be able to describe the five senses and identify which body part is associated with each sense. They will be able to give examples of different weather associated with each of the four seasons.

Hooks for new learning: (Y3/4) Humans and the skeletal system, (Y5/6) Earth and space.

Rain and sunrays

Spring Year A

Trevose Class (Y1/2)

Sequence of Lessons

Art (Spring)

Intent: children will learn about the different techniques they can use to explore line and shape to make a print.

Hooks from old learning: (YR)

Lesson	Sequence of Learning
1	<p>WALT: use human and natural materials to create a transient piece of art.</p> <p>Display the Weather symbols picture cards. Ask the children to say what type of weather they think each card shows. Then show the Transient art picture cards and ask the children to consider what type of weather they show. Provide the practical resources and ask the children to use a range of loose parts to recreate one or more weather symbols on a tabletop. As they work, encourage the children to describe the types of lines and shapes they make with the resources. Encourage them to use words such as straight, curved, spiral, bumpy and so on. Model the transient nature of the artwork, creating images with the resources and then clearing them away to make another. Provide cameras or tablets for the children to take photos of their work so that it can be recorded and upload to a computer for printing.</p>
2	<p>WALT: explore line and shape using soft and hard pencils.</p> <p>Revisit the children's work from the previous lesson. Ask, 'What types of lines and shapes did you use to make your weather symbols?' Use the Lines and shapes presentation to expand the children's understanding and vocabulary of line and shape and invite them to use hard and soft pencils and pens to make their own marks. Encourage them to record their explorations in a sketchbook or on the Lines and shapes recording sheet. Where possible, provide the opportunity for children to extend their mark making work using art software.</p>
3	<p>WALT: identify and compare different textures.</p> <p>Gather the children together in a circle. Pass a range of textural materials around the circle, one at a time, asking the children to feel the material and say a word to communicate how it feels. Give the children the Exploring textures recording sheet and model the activity. Allow time for the children to complete the task before gathering them together to share and compare their work. Ask questions to enable the children to express their ideas about the different textures, for example, 'How many different textures did you find? Which textures did you like or dislike?'</p>
4	<p>WALT: explore new techniques to create art that expresses my ideas.</p> <p>Introduce the art of collagraphy using the Collagraphy presentation. After watching the presentation, invite the children to talk about the technique and model it first-hand if needed. Share the Collagraphy Pinterest board for inspiration then challenge the children to make a simple collagraph following the Collagraphy instructions where needed. Allow the children's designs to be abstract or pictorial depending on their preference but encourage them to talk about the lines, shapes and textures they make with their prints. Invite the children to share and compare their printwork, talking about what they found out using the technique.</p>
5	<p>WALT: make simple prints and patterns using ink and paint.</p> <p>Display the Weather symbols picture cards. Ask the children to choose one card as a basis for making a collagraph print. Set out the resources, recapping and modelling the printing technique from the previous lesson if needed. Encourage them to simply place their materials on their blocks to experiment with composition before gluing them down to create a final design. Provide paper for printing and inks in the primary colours for the children to experiment with different colourways and repeat prints. At the end of the session, invite the children to share and compare their prints, saying what they like about their own and others' work.</p>
6	<p>WALT: evaluate my work using simple artistic vocabulary.</p> <p>Involve the children in making a gallery of their finished work. Add the children's exploratory work to the display so that viewers can see the full process. Invite the children to say what they like about their own and others' work as part of an evaluative discussion. If possible, allow the children to take a digital image of their printwork. Give all children a copy of the Rain and Sunrays question sheet to assess their learning. Mark together using the Rain and Sunrays answer sheet.</p>

Subject Composite: Create a repeating pattern print inspired by seasonal changes.

Impact: Children can use different techniques to create a print that shows different line, shapes and textures.

Hooks for new learning: (Y5/6) Line, light and shadows, Inuit.

Taxi!

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

Sequence of learning

Design and Technology (Spring)

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>WALT: 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 Investigating wheels, axles and chassis recording sheet to complete.</p>
2	<p>Explore wheels and axels.</p> <p>WALT: use wheels and axels to make a simple moving model.</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 Moving objects picture cards 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 Vehicle evaluation sheet. 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>WALT: describe similarities and differences between moving vehicle models.</p> <p>Before the lesson, make a variety of moving vehicle prototypes by following the Moving vehicles instructions. 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 Moving vehicles instructions 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 Moving vehicle evaluation sheet to record their learning.</p>
4	<p>WALT: create a design for a model taxi using a design criteria. .</p> <p>Encourage the children to look carefully at the London taxi picture cards 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 London taxi design recording sheet to begin planning their designs.</p>
5	<p>WALT: create a moving model using wheels and axels.</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>WALT: Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</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 London taxi evaluation sheet. 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.

Spring

Year A

Trevose Class (Y1/2)

Sequence of Lessons

Computing (purple mash)

Intent: Grouping and sorting: the children will learn how to sort items using a range of criteria in different activities.

Spreadsheets: the children will learn what a spreadsheet program looks like and what the purpose of a spreadsheet is. They will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content

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

Lesson	Sequence of Learning
1	<p>WALT: sort items using a range of criteria.</p> <ul style="list-style-type: none"> Children can sort various items offline using a variety of criteria. Children can follow a logical process to categorise objects
2	<p>WALT: understand what logical thinking is and how technology can help us to do this.</p> <ul style="list-style-type: none"> To introduce the term 'algorithm' to describe logically following a process Children have used Purple Mash activities to sort various items online using a variety of criteria. Children have experienced logical sorting using technology where items either fit a category or do not
3	<p>WALT: understand what a spreadsheet looks like and be able to navigate around a spreadsheet and enter data.</p> <ul style="list-style-type: none"> Children can navigate around a spreadsheet. Children can explain what rows and columns are. Children can save and open sheets. Children can enter data into cells
4	<p>WALT: learn about different tools when using a spreadsheet.</p> <ul style="list-style-type: none"> Children can open the Image toolbox and find and add clipart. Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. Children can use the 'lock' tool to prevent changes to cells
5	<p>WALT: use 'speak' and 'count' tools in 2Calculate to count items.</p> <ul style="list-style-type: none"> Children can give images a value that the spreadsheet can use to count them. Children can add the count tool to count items. Children can add the speak tool so that the items are counted out loud. Children can use a spreadsheet to help work out a fair way to share items (Extension)

Subject Composite: children will collect data and record it in their own spreadsheet.

Impact: Children will know what a spreadsheet is and how they are used to collect and interpret data about different subjects.

Hooks for new learning: (Y3/4 and Y5/6) online safety, (Y3/4) spreadsheets, branching databases, (Y5/6) spreadsheets.

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

Music charanga – hey you rap (Y1)

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 peice of music within a rap.

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

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:

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

PSHE (Spring 1) Dreams and goals following jigsaw planning.

Intent: The children will learn about dreams and goals and what it means to set goals and achieve them.

Hooks from old learning: (YR) dreams and goals.

Lesson	Sequence of Learning
1	WALT: choose a realistic goal and think about how to achieve it.
2	WALT: carry on trying (persevering) even when I find task difficult.
3	WALT: recognise who I work well with and who it is more difficult for me to work with.
4	WALT: work well in a group to create an end product.
5	WALT: explain some of the ways I worked well in my group to create an end product.
6	<p>WALT: know how to share success with other people.</p> <p>Complete subject composite: using the learning charter, reflect on what each aspect looks like in the classroom.</p> <p>Link to R.E. learning about celebrations.</p>

Subject Composite: class celebration of sharing success.

Impact: Children will have a deeper understanding of their own dreams and goals and how they can work independently or with someone/ a group to achieve them.

Hooks for new learning: dreams and goals (Y3/4 and Y5/6).

Childhood

Autumn Year A

Trevose Class (Y1/2)

Sequence of Lessons

PSHE (Spring 2) healthy me following Jigsaw planning.

Intent: The children will learn what it means to be healthy and how to keep themselves healthy.

Hooks from old learning: (YR) healthy me.

Lesson	Sequence of Learning
1	WALT: know what I need to keep my body healthy.
2	WALT: show and tell you what relaxed means and know some things that make me feel relaxed and some that make me feel stressed.
3	WALT: understand how medicines work in my body and how important it is to use them safely.
4	WALT: sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
5	WALT: make some healthy snacks and explain why they are good for my body.
6	WALT: understand which foods to eat to give my body energy. Create a healthy recipe following a criteria.

Subject Composite: healthy snacks and creating a healthy recipe following a criteria.

Impact: children will understand what they can do to keep their body healthy and will learn about different foods that their bodies need every day.

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

Childhood

Autumn Year A

Trevoze Class (Y1/2)

Sequence of Lessons

RE (Autumn 2)

Intent: The children will learn about the story of Jesus' life and give a clear account of the story of Jesus. They will develop their understanding of how Jesus is important to Christians.

Hooks from old learning: (YR)

Lesson	Sequence of Learning
1	<p><u>Make sense of belief:</u> Recognise that stories of Jesus' life come from the Gospels Make a list of all the things we do to get ready for Christmas - shopping, wrapping, cooking and writing cards. Why are they exciting? Look at two different Advent Calendars (one with a nativity scene and one with nothing to do with Christmas story) Talk about what they help us to do. What is similar about them and what is different? Which one would a Christian use and why? Talk about what Advent means and why it is a special time.</p>
2	<p><u>Make sense of belief:</u> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Talk about preparation for hospital, clothes, nappies, cot, pram, car seat etc. Ask the Mum how they are feeling and why? Share the story of the Angel telling Mary she was going to have a baby but not just any baby - God's Son. How would Mary have felt? Explore all the different emotions. Help Mary.</p>
3	<p><u>Understand the impact:</u> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p>
4	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not Share some examples of good news together. How did they feel when they got it? Read the story of the birth of Jesus and the visit of the Shepherds. How was the birth announced to the world? Why was it such good news? What did the Angels say Jesus had come to do? What did the Shepherds do when they heard it? Design a Christmas Card that shows the Good News of Christmas.</p>
5	<p><u>Make connections:</u> Decide what they personally have to be thankful for, giving a reason for their ideas. Think about the best gift they have ever given and ever received. What was it and why was it so special? Have a wrapped Christmas gift and say that inside it is the greatest gift for Christians? What might it be? Unwrap a figure of baby Jesus. Talk about why Jesus is God's gift. Share story of Three Wisemen and their gifts. Draw/make gift they would give to Jesus to show how special Jesus is?</p>
6	<p>Subject composite - class nativity performed to parents. Show an advert for a Christingle service. What might it be about? Look for clues in the picture. Show the items needed to make a Christingle and have on cards the information about each part of the Christingle. Can the children match up the item with the correct part of Christingle? How is Jesus like a light for the world? Make own Christingles and have a class Christingle service.</p>

Subject Composite: class nativity retelling the story of Jesus, performed to parents. Explain that the church has asked them to design a set of three stained glass windows telling the Christmas story. What will they include? What is the most important part of the story? What do they want people to notice in their windows in particular? What title will they give their work and why?

Impact: Children will know the significance of the story of Jesus' birth and

Hooks for new learning: