

Sunrise Curriculum Spring Sequence - Year 1

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

Spring 2: Hope - The story of Abraham and Sarah's baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)



'Who Are the Best Creators?'

HISTORY
In EYFS children have talked about special events and put them in order. They have asked questions about people and photographs. In Autumn term, children will have learnt about changes within their living memory.

INTENT
To develop an understanding of Richard Trevithick's life, his inventions and involvement within mining.

Sequence of lessons:

1. Who was Richard Trevithick? I can use sources to find out about him.
2. I can ask questions to investigate what life was like for Richard Trevithick as a boy.
3. I can use photographs and facts to build information about people in the past.
4. I understand what life was like working in the tin mines.
5. I can put events in chronological order.
6. I can use a variety of sources to answer the question: why did people from all over the world buy these things from Cornwall?
7. I can identify people from the past and present who are famous, and explain how they have affected people's lives.

Outcome/composite
To create a display presenting Richard Trevithick and his amazing inventions.

PE
In EYFS children have learnt basic skills in using larger equipment. In Y1 they have learnt basic movements and developed balance, agility and coordination in a range of activities.

INTENT
To complete basic gymnastic movements. To develop balance and co-ordination. To work co-operatively with others.

Sequence of lessons:
Real Gym Unit 1
Cognitive Cog

Sequence of lessons:

- Lesson 1-3
- Shape
- Lesson 4-6
- Travel

Outcome/composite
Children will be able to travel and make different shapes on large apparatus.

Spring 2: INTENT
To understand data and information to group data

Sequence of lessons:
Real Dance Unit 1
Creative Cog

Sequence of lessons:

- 1. Shapes Solo
- 2. Artistry Musicality
- 3. Partnering Shapes
- 4. Circles Solo
- 5. Artistry Abstraction
- 6. Artistry (making)

Outcome/composite
To apply skills learnt in the unit to "show us your best" dance moves.

COMPUTING
Last term children have experienced a variety of technology focusing on computers and created digital art

Spring 1: INTENT
To programme a moving robot

Sequence of lessons:

1. I can use technology safely using the acronym SMART
2. I can explain what a given command will do.
3. I can act out a given word, give instructions or directions.
4. I can combine forwards backwards commands to make a sequence.
5. I can combine directional commands to make a sequence.
6. I can plan a simple program
7. I can find more than one solution to a problem.

Outcome/composite
I can program a moving robot and it successfully follow my commands.

Spring 2: INTENT
To understand data and information to group data

Sequence of lessons:

1. I can use technology safely using the acronym SMART.
2. I can label objects.
3. I can identify objects can be counted.
4. I can describe objects in different ways.
5. I can count objects with the same properties.
6. I can compare groups of objects.
7. I can answer questions about groups of objects.

Outcome/composite
I can explain data is information about objects and share what data I know.

ART
Basic colours, some colour mixing and using brushes beginning to mark make in the EYFS

INTENT
To develop the children's knowledge of colour theory by studying the famous local artist, John Dyer. Children will apply colour theory to create their own pictures using acrylic paint.

Sequence of lessons:

1. I know that colour is used by artists and can name a famous artist that uses colour. Children will study the artist John Dyer.
2. I can explore colour to create different effects. Children will learn about primary, secondary and tertiary colours. They will also discuss cool and warm colours.
3. I can use white to create a tone. Children will use acrylic paint to learn how to create a tone on a scale.
4. I can use black to create a shade. Children will use acrylic paint to learn how to create a shade on a scale.
5. I can identify foreground, midground and background.
6. I can use my knowledge of line, shape, colour, shade and tone to recreate a John Dyer piece of art.
7. I can use my knowledge of line, shape, colour, shade and tone to create a piece of my own.

Outcome/composite
Create a piece of art in the style of John Dyer using colour theory and acrylic paint.

SCIENCE
Identify properties of materials and talk about similarities/ differences

INTENT
explore materials suitable for fixing a broken umbrella and test them. Devise an investigation, to release figures from ice. Explore puddles and observe how they change.

Sequence of lessons:

1. I can investigate materials suitable for mending a torn umbrella.
2. I can test the material I chose to mend my umbrella using a pipette to simulate raindrops.
3. I can observe a block of ice and record the changes when variables change how quickly the ice melts.
4. I can design an experiment to release play figures from ice and test my experiment.
5. I can observe puddles to record how they change overtime.
6. I can create simple charts or a Series of diagrams to show how puddles change exploring and observing over time.

Outcome/composite
To create a display of significant creators.

Reading opportunities across the Sunrise Curriculum
Different original historical resources from local archives, biographies and diary entries.

Magnificent machines adapted by Pie Corbett. Non fiction texts Famous inventors. Song lyrics for traditional Cornish songs.



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Geography

In EYFS children have talked about where they live and their school. They have completed a trail and completed simple maps showing Truro.

INTENT

to introduce Year 1 students to the United Kingdom's countries, surrounding seas, landmarks, and cultures. It also explores human and physical features, fostering geographical awareness, cultural understanding, and appreciation of natural and man-made elements in their environment.

Sequence of lessons:

1. I can locate the UK on a map and identify its surrounding seas.
2. I can name and identify the four countries that make up the UK.
3. I can name bodies of water surrounding the UK..
4. Lesson 4 and 5: UK Landmarks
5. I can recognize famous UK landmarks and explain why they are important.
6. I can make a video about the UK's geography and features as a geographer.

Composite/outcome

make a video about the UK's geography and features as a geographer.

PHSE (Jigsaw)

Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate

INTENT

To learn how to set a goal and when it is achieved. To learn how to make healthy choices and feel good about them.

Sequence of lessons:

Dreams and Goals

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

Healthy Me

In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

Composite/outcome

Dreams and Goals: Children will know when a goal has been achieved
Healthy Me: Children will feel good about themselves when they make healthy choices.

RE

Children during autumn term have learnt about the story of Creation and the 3 religions Christianity, Judaism and Islam.

Spring 1: INTENT

To learn what a gospel is and that it comes from the Bible. To learn stories from the Bible and understand how these guide prayer.

Sequence of lessons:

- 1) I can understand key vocabulary and share my prior knowledge.
- 2) I can understand what good news means
- 3) I can decide which of gods gifts are important to me.
- 4) I can give a simple account of a bible story.
- 5) I can understand why Christians say thank you to God for his good gifts.
- 6) I can give examples in which way Christians use text to guide prayer.

Composite/outcome

Children will answer the big question drawing on the sequence of learning. "What do Christians believe God is like?" and share this with parents

Spring 2: INTENT

To learn who is Jewish and how they live. (double unit flowing into Summer 1)

Sequence of lessons:

1. I can discuss what precious items I have in my home.
2. I can find out what special objects Jewish people might have in their home
3. I will learn Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4-9)
4. I will learn about a mezuzah, how it is used and how it has the words of the Shema on a scroll inside.
5. I can link the story of The Exodus to the festival of sukkot
6. I can deepen my understanding sukkot. Make links to how people live now.

Composite/outcome

To be completed at the end of Summer 1. See next sequencing document.

Music

Children have built upon experiences in EYFS during the autumn term to develop music concepts of pulse, rhythm pitch, improvisation and composition with instruments and singing.

INTENT

To teach children about different styles of music: Blues, Baroque, Latin, Bhangra, Folk and Funk. Children will learn to sing, play, improvise and compose with this song,

Sequence of lessons:

1. I can learn to sing our class song In the Groove. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song. Children will build pulse rhythm and pitch using glockenspiels.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song .
4. I can compose a musical section to add to our performance. Children will learn to improvise and add ana class composition section to our performance of our class song.
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of using the glockenspiels to include more than one note.

Outcome/composite: Children will

record their performance to be shared with parents via Seesaw.

INTENT

To develop music concepts through games, (pulse, rhythm, pitch etc), singing and playing instruments through a Latin style genre.

Sequence of lessons:

11. I can learn to sing our class song Round and Round. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song. Children will build pulse rhythm and pitch using glockenspiels.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song .
4. I can compose a musical section to add to our performance. Children will learn to improvise and add ana class composition section to our performance of our class song.
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of using the glockenspiels to develop their improvisation.

Outcome/composite: Children will

record their performance to be shared with parents via Seesaw.

Community Links:

Visit to the local library to hear Cornish stories
Museum visit and workshop- Mrs Trevithick's Tale
Local artist workshop in school
Truro Gymnastics visit