

Castles and coasts

Summer Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Science

Intent: children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation.

Hooks from old learning: Reception – pupils study life cycles. Pupils look at what humans, animals and plants need to grow.

Lesson	Sequence of Learning
1	<p>WALhT: identify and name some common animals.</p> <p>What are the name of common animals in our locality?</p> <p>Pupils to name a variety of common animals in our locality. Pupils to search the school ground for animals.</p>
2	<p>WALhT: describe and compare the structure of a variety of common animals.</p> <p>What are the similarities and difference in common animals?</p> <p>Pupils to look at the similarities and differences in common animals.</p>
3	<p>WALht: identify, name and sort animals that are herbivores, carnivores and omnivores</p> <p>How do animal diets differ?</p> <p>Pupils to complete sorting activity – herbivores, carnivores, omnivores</p>
4	<p>WALHT: name and label the parts of the human body.</p> <p>What are all of the parts of the body?</p> <p>Pupils to label the parts of the body</p>
5	<p>WALht: name the five senses and to perform simple tests to find out more about them.</p> <p>What are the five senses and why do we need them?</p> <p>Children complete a variety of carousel activities using their senses (i.e. completing a task blindfolded/ smelling different items and predicting what they are)</p>
6	<p>WALht: sort animals according to a criteria.</p> <p>Can animals be put in more than one group?</p> <p>Pupils sort animals into mammals and non-mammals and carnivores and non-carnivores.</p>
7	<p>Subject composite – Pupils to complete ‘knowledge organiser’ revisiting all concepts visited in this unit</p>

Subject Composite: Pupils complete ‘knowledge organiser’ revisiting all concepts visited in this unit

Impact: Children are able to classify animals. They know the parts of the human body and the importance of the five sentences

Hooks for new learning: Y3/4 – pupils learn about the skeletons of humans and animals. They learn about the body and the digestive system.



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Sequence of Lessons

Geography

Intent: To know the countries, capital cities and seas of UK and the geographical features of the seaside, both human and physical.

Hooks from old learning: Reception – study of local environment. Pupils learn that there are beaches and mines in Cornwall.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALHT: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom What are the countries in the UK and their capital cities?</p> <p>Pupils to learn the four countries and cities using actions/dance. Pupils to record on map</p>
2	<p>WALHT: name and locate the seas surrounding the United Kingdom Which seas surround the united Kingdom?</p> <p>Outdoor game where pupils have to run the correct 'sea'. Pupils to then record the different Seas on a map.</p>
3	<p>WALHT: use some key vocabulary to describe features of the environment. (e.g. town, coast) Town or coast? Where does it belong?</p> <p>Sorting features into 'town or coast'</p>
4	<p>WALHT: research a beach in our local area Where are our seashores?</p> <p>Pupils to research a beach in Cornwall and record their findings (use of IPADS)</p>
5	<p>WALHT: use key words to describe seaside locations. What are the key features of the seaside?</p> <p>Pupils label the features of the seaside on a photograph</p>
6	<p>WALHT: understand what seaside holidays and resorts were like in the past and how they are today. What were holiday resorts like then and now?</p> <p>Sorting seaside pictures into 'now and then'</p>

Subject Composite: Pupils visit the beach and on return to describe the seaside location using key vocabulary (in literacy lesson through a recount).

Impact: Pupils know the countries, capital cities and seas of the UK. They know the geographical features of the seaside.

Hooks for new learning: Y3/4 pupils look at maps of Europe and Britain to explore how the Roman Empire developed. (Y5/6): Groovy Greeks—looking at maps of Europe, WW2—looking at Europe, Vicious Vikings—migration, Europe focus, Victorians—growth of cities, trade

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Sequence of learning

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7	<p>WALHT: explore the town of St Ives and distinguish between 'natural and man-made'</p> <p>Natural or man-made?</p> <p>Look at items which could be found at St Ives and decide if they are natural or man-made</p>
8	<p>WALHT: plan a route for a tour around St. Ives using a map and compass directions.</p> <p>How do I travel around St Ives?</p> <p>Pupils use directional language to explain how to get to a 'place of interest' in St Ives.</p>
9	<p>WALHT: write a recount of our local beach trip (using key vocabulary and directional language)</p> <p>Cross curricula – to complete task during Literacy lesson</p>
5	
6	

Subject Composite: Pupils visit the beach and on return to describe the seaside location using key vocabulary (in literacy lesson through a recount).

Impact: Pupils know the countries, capital cities and seas of the UK. They know the geographical features of the seaside.

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Sequence of Lessons

History

Intent: To know what a castle is and what they were used for. To know how castles changed over time. Pupils will also have an understanding of how artefacts in a castle are different/ similar to items we use today.

Hooks from old learning: Reception – look at transport now and, in the past,

Lesson	Sequence of Learning
1	<p>Hook lesson – Pupils create ‘sand art’ of a castle. Children use sand and glue in a castle template – linking together the topic of ‘castles and coasts’</p> <p>Pupils to record on post-it notes what they ‘already know’ about castles and what they would like to ‘find out’.</p>
2	<p>WALht: know what a castle is and label it’s parts</p> <p>What is a castle?</p> <p>Pupils to label the parts of a castle</p>
3	<p>WALht: observe how castles changed over time</p> <p>How have castles changed over time?</p> <p>Pupils to put castles in order (timeline) depending on the dates they were built and look at the similarities and differences.</p>
4	<p>WALht: find about the jobs that people had in the past (in the castle)</p> <p>What jobs did people have in the castle?</p> <p>Pupils fill out job application for their chosen job in the castle</p>
5	<p>WALht: research a local castle (Pendennis)</p> <p>Why is the castle built by the sea?</p> <p>Pupils to research why the castle was built and why it is by the sea</p>
6	<p>WALht: describe an artefact which would be found in a castle</p> <p>What is it and why is it in a castle?</p> <p>Pupils look at a range of artefacts which may be found in a castle and predict and find out what it is used for (hands-on activity). Pupils suggest how the artefacts are similar/ different to what we use today</p>

Subject Composite: Pupils visit Pendennis castle and write a recount of their trip in literacy

Impact: Pupils know what a castle is and why they were built. Pupils are aware of how castles changes over time.

Hooks for new learning: Y3/4 topic invader and settlerz – pupils learn how Romans and Anglo-Saxons changed Britain



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Spring Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Art and Design

Intent: To create a sculpture of an 'abstract family'

Hooks from old learning: (YR) pupils complete daily 'dough disco' manipulating dough. Pupils create abstract seascape art.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALHT: research and find out about the work of Barbara Hepworth</p> <p>What do I know about Barbara Hepworth and what techniques does she use?</p> <p>Pupils to carry out research about Barbara Hepworth (biography) and look at examples of her work.</p>
2	<p>WALHT: to design and sketch your own 'abstract family'</p> <p>Can I create my own design using sketching?</p> <p>Pupils to sketch pictures of their own 'abstract people' ensuring that they are simple so that they can be recreated in sculpture form</p>
3	<p>WALHT: manipulate playdough to create your 'abstract people'</p> <p>How can I manipulate playdough to create a sculpture?</p> <p>Pupils create their own abstract people using playdough, using their sketch to guide them. Pupils to learn techniques to create texture and pattern on their sculpture.</p>
4	<p>WALHT: use cardboard to make 'abstract people'</p> <p>Can I use recycled materials to make 'abstract people'?</p> <p>Junk modelling sculpture of 'abstract family'</p>
5 + 6	<p>WALHT: to make a sculpture of an abstract person (out of clay). To use tools to manipulate the clay.</p> <p>Can I use a range of techniques to make a sculpture out of clay?</p> <p>Pupils to use their hands and a range of tools to create their own sculpture out of clay.</p>

Subject Composite: Pupils to create a gallery in the hall for other pupils to visit and discuss their work.

Impact: Children are able to use a range of techniques to create a sculpture

Hooks for new learning: Y3/4 Pupils create Anglo-saxon jewellery. create a sculpture of this using mod roc, wire and foil



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Godolphin Class (Y1/2)

Sequence of Lessons

Design and Technology

Intent: Children design make and evaluate a mini banquet. To include menu and food.

Hooks from old learning: Reception – Pupils learn about healthy diets through PE

Lesson	Sequence of Learning
1	<p>WALHT: explore what a medieval banquet consisted of</p> <p>What food would they eat at a medieval banquet?</p> <p>Sorting food that people would/ would not eat at a medieval banquet</p>
2	<p>WALHT: create tea-stained paper for our banquet menu</p> <p>Which techniques can I use to make a piece of paper look old?</p> <p>Pupils to create tea-stained paper in preparation for their menu</p>
3	<p>WALHT: create our own healthy and medieval banquet menu</p> <p>Which food would be suitable for a medieval banquet?</p> <p>Sort food into healthy and unhealthy food. Create a menu for a medieval banquet which children will be hosting in their classroom</p>
4	<p>WALHT: write a shopping list of healthy and varied food needed for our banquet</p> <p>What food do I need to buy for the banquet?</p> <p>Pupils write a shopping list of the food they will need for the banquet</p>
5	<p>WALHT: prepare the food for our banquet</p> <p>Can I create the food from my banquet menu?</p> <p>Pupils to learn about food hygiene, pupils then to prepare the food and celebrate with a banquet</p>
6	<p>WALHT: evaluate how the banquet went?</p> <p>Did the banquet go to plan? Would could be improved?</p> <p>Pupils evaluate how the banquet went and suggest ways that It could be improved.</p>

Subject Composite: Pupils have a banquet in the class – testing the food from their menus

Impact: Children understand the importance of healthy eating and are able to make and evaluate a healthy banquet **Hooks for new learning:** Y3/4 Pupils learn about healthy diets and nutrients in Science. Y5/6 Pupils make a healthy Greek Salad.

Sequence of learning



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Godolphin Class (Y1/2)

Sequence of Lessons

Computing

Intent: to create digital music

Hooks from old learning: Reception – pupils learn about the pulse of music. Pupils become familiar with using IPADs to take photos/ draw pictures.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALHT: say what I do and don't like about a piece of music How does music makes us feel?</p> <p>In this lesson learners will listen to and compare two pieces of music from <i>The Planets</i> by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</p>
2	<p>WALHT: identify that there are patterns in music Can I identify the rhythms and patterns in music?</p> <p>In this lesson, learners will explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</p>
3	<p>WALHT: experiment with sound using a computer How can I create sound on a computer?</p> <p>During this lesson, learners will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.</p>
4	<p>WALHT: use a computer to create a musical pattern How do I create a musical pattern on the computer?</p> <p>In this lesson, learners will develop their understanding of music. They will use a computer to create and refine musical patterns.</p>
5	<p>WALHT: create music for a purpose How can I create an animal-like rhythm?</p> <p>In this lesson, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.</p>
6	<p>WALHT: To review and refine our computer work How can I improve my work?</p> <p>In this lesson, learners will retrieve and review their work. They will spend time making improvements and then share their work with the class.</p>

Subject Composite: Pupils share their digital animal rhythm with the class

Impact: pupils are able to the computer to create musical patterns

Hooks for new learning: Y3/4 Pupils create a story based animation on the computer. Y5/6 – unit on video editing



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Spring Year A

Godolphin Class (Y1/2)

Sequence of Lessons

RE

Intent: to understand what makes some people and places in Cornwall sacred

Hooks from old learning: Reception unit on Easter. Reception also learn that religious people have places that are special to them.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALHT: recognise places which are special to us What is your special place?</p> <p>Pupils to draw a picture of their special place and explain why it is special to them</p>
2	<p>WALHT: recognise that there are special people and places in Cornwall that are sacred to believers Why is the church in Penponds special to some people?</p> <p>Pupils to look back through the picture of the recent church visit. Pupils to create a minmap of why the church is important for some people.</p>
3	<p>WALHT: recognise that there are special people in Cornwall that are sacred to believers Who are the Cornish Saints and why are they special?</p> <p>Pupils to find out about Cornish saints and place them on the map in Cornwall. Pupils to record what a saint is.</p>
4	<p>WALHT: Re-tell a story about a Cornish Saint and connect this story to the local area Why is St Piran important to Cornwall?</p> <p>Children often dance on St Piran's Day. Watch a short clip from Penzance parade 2020: Pupils to make up their own dance</p>
5	<p>WALHT: Recognise that there are special places in Cornwall that are sacred Which other places are special and sacred in Cornwall?</p> <p>Pupils Match names of different sacred place in Cornwall to the photos</p>
6	<p>WALHT: recognise that there are special people and places in Cornwall that are sacred to believers What makes some people and places in Cornwall sacred?</p> <p>Using the Cornish flag as a template fill in the four sections with examples of people and places which are sacred to the people of Cornwall. As the children are working talk to them about their knowledge and understanding.</p>

Subject Composite: Using the Cornish flag as a template fill in the four sections with examples of people and places which are sacred to the people of Cornwall.

Impact: Children will understand what makes some people and places in Cornwall sacred

Hooks for new learning Y3/4 - Kingdom of God. When Jesus left, what was the key impact of Pentecost?