

# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

#### Sequence of Lessons

#### Science (Part 1)

Intent: To know that most living things live in a habitat to which they are suited. To know what living things need in order to survive.

Hooks from old learning: Reception – 'Let's crawl' topic, life cycle of a butterfly, seasonal changes

Lesson	Sequence of Learning
1	<p><b>Introduce topic question:</b> Do all living things need the same things to survive?</p> <p><b>Cold Task Kahoot quiz:</b> Sticky Knowledge - What do we already know about living things and habitats?</p> <p><b>Curious Questioning - What do we want to find out about?</b> Create class mind-map of children's questions to answer throughout the topic.</p> <p><b>WALhT: compare the differences between things that are living, dead and have never been alive. How do we know whether things are alive, dead or have never been alive?</b></p> <p>Carousel of activities (1) Sorting cards into living, dead or never alive giving reasons for their choices (2) Drawing living and dead things (3) Children exploring characteristic of living things (provided with 'living' model animals)</p>
2	<p><b>WALhT: Map a habitat and identify what is in it</b></p> <p><b>What is in your local habitat (school field)? –</b></p> <p>Children to draw and label plants in their local habitat. Pupils to record of suggest which animals live there.</p>
3	<p><b>WALhT: to find microhabitats and record findings in a table</b></p> <p><b>Which animals can I identify in a microhabitat?</b></p> <p>Pupils to go outside and find microhabitats. Children to learn why certain animals are suited to different habitats. Results recorded on a tally chart</p>
4	<p>Cross curricular – mathematics – pictograms</p> <p><b>WALhT: Present my findings about Microhabitats (from previous lesson) in a pictogram</b></p> <p><b>Which microhabitat had the most minibeasts? Why do you think that was</b></p> <p>Pupils will use their findings to compare 2 microhabitats.</p> <p>They will use the information that they have gathered to answer a question – which microhabitat has the most minibeasts – why do you think that was?</p>
5	<p><b>WALhT: describe a 'world' habitat and identify the animals that live in it</b></p> <p><b>Revisit and Reignite Learning</b> – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning.</p> <p><b>Reignite:</b> Introduce the concept of dependencies to show how the living things in their habitat depend on each other to stay alive (reference to circle of life – Lion King) .</p> <p><b>What is a world habitat and why are certain habitats suited to different living things?</b></p> <p>Pupils use books, internet (IPADS) (<a href="#">link to computing</a>), videos to research world habitats. They draw and label the plants and animals that live in your habitat and write information about it.</p>
7	<p><b>WALh: living things in their habitats depend on each other to stay alive</b></p> <p><b>How do living things in their habitat depend on each other to stay alive?</b></p> <p>Using the Lesson Presentation, discuss the example of a squirrel, an oak tree and a fox to explain how the living things in a habitat depend on one another to stay alive. Children complete the differentiated Dependency Activity Sheet, labelling a habitat with living things and a brief description of their dependencies to show how the living things in their habitat depend on each other to stay alive.</p>
8	<p><b>Revisit topic question: Do all living things need the same things to survive? What have we learnt?</b></p> <p>Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered.</p> <p><b>Hot Task Kahoot quiz:</b> Sticky Knowledge - What do we <b>now</b> know about habitats and survival?</p> <p>Compile all topic learning to prepare and present subject composite – food chains displayed in classroom.</p>

**Subject Composite:** Food chains displayed in classroom

**Impact:** Children are able to explain what all living things need to survive, highlighting that there are variations between some living things – i.e. herbivores, carnivores etc.

**Hooks for new learning:** Pupils identify that animals, including humans need the right types of nutrition to survive (Y3) Living things and their habitats (Y6) - lifecycles of mammals, amphibians and birds.



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## Spring Year A

### Godolphin Class (Y1/2)

### Sequence of Lessons

## Science (part 2)

**Intent:** Children will have a secure understanding the process of a growing plant.

**Hooks from old learning:** (YR): Children look at seasons and they way that plants change (i.e. leaves falling off of trees during Autumn)

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>Walht:</b> look closely at plants and trees and record what we see.</p> <p><b>Cold Task Kahoot quiz:</b> Sticky Knowledge - What do we already know about plants?</p> <p><b>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic.</b></p> <p><b>Which different plants and trees can you identify in a local habitat (school field)?</b></p> <p>Pupils to look closely at plants and trees. Record what they see by writing, drawing and measuring. Label the main parts of plants and trees.</p>
2	<p><b>Walht:</b> plant seeds and suggest how to care for them.</p> <p><b>How do I care for a plant?</b></p> <p>Pupils to plant a 'bean and a bag' and suggest ways that they will look after it.</p> <p><a href="https://www.saps.org.uk/primary/teaching-resources/639-growing-seeds-in-a-plastic-bag">https://www.saps.org.uk/primary/teaching-resources/639-growing-seeds-in-a-plastic-bag</a></p>
3	<p><b>Walht:</b> To observe and describe how seeds grow into mature plants by understanding the life cycle of plants</p> <p><b>What is the lifecycle of a plant?</b></p> <p>Pupils observe their own plants so far. Pupils to watch the time lapse of a growing plant. Draw and label the lifecycle of a plant.</p>
4	<p><b>Walht:</b> compare the growth of seedlings under different conditions.</p> <p><b>What do you think will be the best conditions to grow a plant?</b></p> <p>Pupils to put cress seeds in different conditions - cupboard with no light, cupboard with no water, light with no water etc.</p> <p>*Seed diary to fill out weekly in mornings</p>
5	<p>Cross curricula (English lesson) – 'A seed is sleepy' unit</p> <p>WALHT: Write an information text about seeds</p>
5	<p>WALHT: observe closely using simple equipment by measuring and recording the growth of seeds in different conditions.</p> <p><b>Which conditions were the best and worst for plants to grow?</b></p> <p>Children to record their final findings – Which conditions were best? Final results recorded in seed diary</p>
6	<p><b>Revisit topic question: Do all living things need the same things to survive? What have we learnt?</b></p> <p>Final Findings – revisit 'curious questions' from lesson 1 and check all have been answered.</p> <p><b>Hot Task Kahoot quiz:</b> Sticky Knowledge - What do we <b>now</b> know about plants?</p> <p>Compile all topic learning to prepare and present subject composite – Show their plants to another year group and explain different conditions.</p>

**Subject Composite:** Pupils to present their findings about what conditions were best for a plant to grow (show their plants to children from another yer group).

**Impact:** Pupils know the best conditions for a plant to grow and lifecycle of a plant.

**Hooks for future learning:** (6) Life process and reproduction of plants and animals



# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

### Sequence of Lessons

## Geography

**Intent:** To identify seasons and have knowledge of hot and cold areas in relation to the equator.

**Hooks from old learning:** (YR) Exploring local outside environment (spring walk)  
Exploring seasons

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALHT:</b> look at the weather where we live in the UK.</p> <p><b>What</b> are the types of weather where we live?</p> <p>Pupils observe the 4 main types of weather in the UK. Record different types of weather (from video) on a table</p>
2	<p><b>WALHT:</b> describe how the weather can affect us.</p> <p><b>How Does the Weather Affect Us?</b></p> <p>Pupils record what they can wear/ activities they can do in different seasons</p>
3	<p><b>WALHT:</b> identify daily weather patterns in the UK</p> <p><b>Which weather symbols are often used in the UK</b></p> <p>Pupils to create a weather mobile demonstrating the different types of weather in the UK</p>
4	<p><b>WALHT:</b> recognise the dangers of weather</p> <p><b>What are the dangers of weather?</b></p> <p>Create a leaflet of how to stay safe in different types of weather</p>
5	<p><b>WALHT:</b> explain how countries have different climates which can be hot or cold.</p> <p><b>Why do countries have different climates?</b></p> <p>Locate and name hot and cold countries</p>
6	<p><b>WALHT:</b> carry out a weather forecast on a country in the UK</p> <p><b>What is the weather like around the UK?</b></p> <p>Pupils present the weather (of a given UK country) to the class using their weather mobile.</p>

**Subject Composite:** Pupils present the weather (country in the UK) to the class

**Impact:** Pupils have an understanding of weather symbols and seasons in the UK. They have knowledge of hot and cold areas in relation to the equator.

**Hooks for new learning:** Children find out about Greece—it's physical geography and climate.



# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

#### Sequence of Lessons

## Art and Design

**Intent:** To create a collage of a bird

**Hooks from old learning:** (YR) Explored mark making, making basic collages

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALHT: explore the artist Mark Hearld (collages of birds)</b></p> <p><b>What do I know about Mark Hearld and what techniques does he use?</b></p> <p>Pupils to carry out research about Mark Herald (biography) and look at examples of his work.</p>
2	<p><b>WALHT: to create different patterns using collage</b></p> <p><b>Which patterns can I create using collage techniques?</b></p> <p>Introduce collage and children to practise making patterns with different colours/textures etc.</p>
3	<p><b>WALHT: explore lines through drawing and mark making.</b></p> <p><b>Can I draw the outline a bird?</b></p> <p>Pupils follow instructions to draw a variety of lines and shapes to create the outline of a bird</p>
4	<p><b>WALHT: use collage to create texture in the wings</b></p> <p><b>Can I create texture in the wings?</b></p> <p>Children explore a range of materials to create texture in the wings.</p>
5 + 6	<p><b>WALHT: to use a range of materials to create the collage of a bird</b></p> <p>Pupils draw on all learnt techniques to create collage of a bird.</p>

**Subject Composite:** Create a collage of a bird – display in classroom

**Impact:** Children are able to use a range of materials to create a collage.

**Hooks for new learning:** Children make accurate observational drawings and use a range of drawing and painting techniques (Y3/4)



# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

#### Sequence of Lessons

## Design and Technology

**Intent:** To design a strong, stable chair for Goldilocks

**Hooks from old learning:** (YR) Superheroes and Lets Crawl Protective structures

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALHT:</b> To explore the concept and features of structures and the stability of different shapes.</p> <p><b>Which chair is the best structure for baby bear and why?</b></p> <p>Pupils will identify natural and man-made structure. Pupils will know that shapes and structures with wide, flat bases or legs are the most stable (baby bear chair analysis worksheet).</p>
2	<p><b>WALHT:</b> explore strength in different structures and understand that the shape of the structure affects its strength.</p> <p><b>Which 3D shape structure had the most stability and strength?</b></p> <p>Now individually or in pairs/groups, pupils construct their own tubes and then test their structure's ability to resist destruction by applying an increasing number of books.</p>
3	<p><b>WALHT:</b> design and plan Baby Bear's chair</p> <p><b>What will baby bear's chair look like and what resources will I need?</b></p> <p>Design an appealing and functional product for a particular audience. Use sketches, labelled diagrams and notes to explain their design.</p>
4 + 5	<p><b>WALHT:</b> make a structure according to design criteria</p> <p><b>Can I make a chair that is strong, stiff and stable?</b></p> <p>I can remember that chairs are structures and need to be strong, stiff and stable            I know how to create joints and structures from paper/card and tape            I can Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
6	<p><b>WALHT:</b> evaluate the strength, stiffness and stability of their structure</p> <p><b>Can I evaluate my structure?</b></p> <p>Pupils to evaluate the strength of their structure by putting a doll/bear on it. Is it stable? Is it strong? Is it stiff?            Pupils to think about how they could improve their structure</p>

**Subject Composite:** Classroom gallery. Children circulate the room and look at all the different designs and ideas.

**Impact:** Children are able to design a chair that is stable and strong and suggest ways to improve it further.

**Hooks for new learning:** Pupils focus on 3D design in art (Y3/4). Pupils build a function catapult (Y3/4). Children design a scale model seat (Y6)



# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

#### Sequence of Lessons

## Computing

**Intent:** To paint a digital picture on the computer, using a variety of different tools

**Hooks from old learning:** In reception pupils complete a simple programme on an iPad to make a picture. T

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALHT: describe what different freehand tools do</b>  <b>How can we paint using computers?</b></p> <ul style="list-style-type: none"> <li>- Make marks on a screen and explain which tools I used</li> <li>- Draw lines on a screen and explain which tools I used</li> <li>- Use the paint tools to draw a picture</li> </ul>
2	<p><b>WALHT: use the shape tool and the line tools</b>  <b>How do I use shapes and lines?</b></p> <ul style="list-style-type: none"> <li>- Make marks with the square and line tools</li> <li>- Use the shape and line tools effectively</li> <li>- Use the shape and line tools to recreate the work of an artist</li> </ul>
3	<p><b>WALHT: make careful choices when painting a digital picture</b>  <b>Can I make careful choices when painting a digital picture?</b></p> <ul style="list-style-type: none"> <li>- Choose appropriate shapes</li> <li>- Make appropriate colour choices</li> <li>- Create a picture in the style of an artist</li> </ul>
4	<p><b>WALHT: explain why I chose the tools I used</b>  <b>Why did I choose that?</b></p> <ul style="list-style-type: none"> <li>- Know that different paint tools do different jobs</li> <li>- Choose appropriate paint tools and colours to recreate the work of an artist</li> <li>- Say which tools were helpful and why</li> </ul>
5	<p><b>WALHT: use a computer on my own to paint a picture</b>  <b>Can I paint a picture by myself?</b></p> <ul style="list-style-type: none"> <li>- Make dots of colour on the page</li> <li>- Change the colour and brush sizes</li> <li>- Use dots of colour to create a picture in the style of an artist on my own</li> </ul>
6	<p><b>WALHT: compare painting a picture on a computer and on paper</b>  <b>What are the similarities and differences between pictures on a computer and paper?</b></p> <ul style="list-style-type: none"> <li>- Explain that pictures can be made in lots of different ways</li> <li>- Spot the differences between painting on a computer and on paper</li> <li>- Say whether I prefer painting using a computer or using paper</li> </ul>

**Subject Composite:** Pupils will create a digital painting

**Impact:** Pupils will know how to create a digital painting, selecting from a variety of different tools

**Hooks for new learning:** Pupils create a story based animation in LKS2





# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

### Sequence of Lessons

## Music

Intent: Children will experiment with, create, select and combine sounds. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes

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

Sequence of learning

Lesson	Sequence of Learning
1	<p>(1) Listen and Appraise - <b>In The Groove, Blues by Joanna Mangona</b>: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.</p> <p>(2). Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - In The Groove, Blues</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - In The Groove, Blues: Start to learn to sing the song.</p>
2	<p>1. Listen and Appraise (<b>begin to recognise the basic style indicators of Baroque music</b>)</p> <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - In The Groove, Blues</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - In The Groove, Baroque: Continue to sing the song.</p> <p>d. Play Your Instruments with the Song: New Musical Activity.</p>
3	<p>1. Listen and Appraise (<b>begin to recognise the basic style indicators of Latin</b>)</p> <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - In The Groove, Blues</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - In The Groove, Latin : Continue to sing the song.</p> <p>d. Play Your Instruments with the Song: Revisit your learning from the last step.</p> <p>e. Improvise with the Song: New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).</p>
4	<p>1. Listen and Appraise (<b>begin to recognise the basic style indicators of Bhangra</b>)</p> <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - In The Groove, Blues</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - In The Groove: Sing the song.</p> <p>d. Play Your Instruments with the Song: Option to revisit your learning from the last step.</p> <p>e. Improvise with the Song: Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).</p> <p>f. Compose with the Song: New Musical Activity for this step</p>
5	<p>1. Listen and Appraise (<b>begin to recognise the basic style indicators of Folk music</b>)</p> <p>2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)</p> <p>a. Warm-up Games (including vocal warm-ups) - In The Groove, Folk</p> <p>b. Flexible Games (an optional extension activity)</p> <p>c. Learn to Sing the Song - In The Groove, Folk: Sing the song.</p> <p>d. Play Your Instruments with the Song: Revisit this activity.</p> <p>e. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).</p> <p>f. Compose with the Song: Option to revisit this activity.</p>
6	<p><b>WALHT: choose a song they have learnt from the Scheme and perform it.</b></p> <p><b>Can I perform a song to the audience?</b></p> <p>Pupils to add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it</p>

**Subject Composite:** Perform a song/music to another class **Impact:** Children are able to sing together, use instruments as a group and perform.

**Hooks for new learning: (Y5/6)** Groovy Greeks and Space — storytelling through music, Vicious Vikings—compose graphic scores and rhythm grids to accompany songs. Whole class ukulele /glockenspiel.



# Into the woods

## Spring Year A

### Godolphin Class (Y1/2)

#### Sequence of Lessons

## RE

Intent: To understand the importance of Easter to the Christian community.  
 Hooks from old learning: Reception unit on Easter

Sequence of learning

Lesson	Sequence of Learning
1	<p><b>WALHT: explain why Palm Sunday is important to Christians.</b></p> <p><b>Why is Palm Sunday important to Christians?</b></p> <p>Children create their own palm leaves and discuss their relevance</p>
2	<p><b>WALHT: explain what happened on Maundy Thursday</b></p> <p><b>What happened on Maundy Thursday?</b></p> <p>Pupils draw pictures/ write sentences about the key event of Maundy Thursday</p>
3	<p><b>WALHT: explain why the cross is an important symbol for Christians</b></p> <p><b>Why is the cross an important symbol for Christians?</b></p> <p>Pupils pick key words to describe why Jesus sacrificed himself</p>
4	<p><b>WALHT: I can explain what a surprise is.</b></p> <p><b>What do we mean by a surprise?</b></p> <p>Pupils draw pictures/ write sentences and discuss which surprise they have experienced</p>
5	<p><b>WALHT: explain how the disciples felt on Easter Sunday</b></p> <p><b>How did the disciples feel on Easter Sunday?</b></p> <p>Pupils write sentences to describe how the disciples would have felt</p>
6	<p><b>WALHT: explain how Christians celebrate Easter.</b></p> <p><b>How do Christians celebrate Easter?</b></p> <p>Children design their own easter egg and easter card          Pupils should discuss and give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>

**Subject Composite:** Easter celebration – Easter egg and card designs

**Impact:** Children will understand the importance of Easter to the Christian community.

**Hooks for new learning:** Links to Cornwall community life, Links to festivals and worship for Muslims