







Street detective – Autumn 1 - Lobsters



<p>History – Street Detective</p> <p>Intent</p> <p>This way or that way? Where should we go? Up to the local shops or down to the playing fields? Let’s learn about our local community, looking at houses old and new and finding out how our streets have changed since our mums and dads were young. Perhaps your granny or grandpa went to your school or maybe they worked in the baker’s shop? Make maps and plans of the streets around us, planning our routes. What can you see? What can we find? Whereabouts do you live? Do you know your address? Find out how to write instructions, directions, adverts and learn rhymes all about our community from different times.</p>	<p>Art and Design – Formal Elements of Art</p> <p>Intent</p> <p>Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings.</p>	<p>Science – Use of everyday materials</p> <p>PZAZ</p> <p>Intent</p> <p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials re used for more than one thing or used for the same thing. They should think about the properties that make them suitable/unsuitable for particular purposes and be encouraged to think about unusual and creative uses of everyday materials.</p>	<p>Computing</p> <p>Computing systems and networks – IT</p> <p>around us</p> <p><small>Purple Mash Unit 1.9 Technology Outside of School Purple Mash Unit 1.1 and 1.2.2 Online Safety</small></p> <p>Intent</p> <p>Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>RE</p> <p>What did Jesus Teach?</p> <p>Is it possible to be kind to everyone all of the time?</p> <p>Intent</p> <p>Children will learn to re-tell bible stories that show kindness and to explore how this makes Christians behave towards other people.</p>
<p>National curriculum links</p> <p>Changes within living memory; Significant people; Places and events in the local area.</p> <ul style="list-style-type: none"> -Learn about events beyond living memory that are significant nationally or globally. -Learn about significant historical events, people and places in their own locality. 	<p>National curriculum links</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>National curriculum links</p> <p>Uses of Everyday Materials – Year 2</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>National curriculum links</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>National curriculum links</p> <p>(Areas of Enquiry) Discovery RE</p> <ul style="list-style-type: none"> - AT1 A Beliefs, teachings and sources - AT2 F Values and commitments
<p>Key person of interest</p> <p>Members of the local community.</p>	<p>Key person of interest</p>	<p>Key person of interest</p>	<p>Key person of interest</p>	<p>Key person of interest</p> <p>Jesus</p>
<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> - Man made materials are made by people -Natural materials are dug from the ground, grown or taken from a living thing. - A human feature is manmade and physical feature is a natural landmark. -A map shows both human and physical features. - Symbols are used on maps to show key features. -A key explains what the symbols on a map mean. - Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. 	<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> • Tone means the darkness or lightness of something. • Shading with varied tones makes objects look 3D. • There are different grades of pencils H for hard and B for black. • The higher number for black ‘b’, the darker the shade. 	<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> • Materials are used for different purposes based on their properties. • The properties of materials make them suitable for particular uses (glass is transparent so can be used to make windows; spoons are made from metal because it is waterproof and can be cleaned easily) • The shape of some materials can be changed when they are stretched, twisted, bent and squashed. 	<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> • Begin to understand there are a variety of sources of information and begin to recognise the differences. • Begin to understand what the Internet is and the purposes that it is used for. 	<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> - I can say when and why it is easy or difficult to be kind. - I can tell you some ways Christians try to follow Jesus’ example of being kind. - I can say why I think Christians should be kind and start to explain how they think they can do this (with God’s help).
<p>Key progression skills</p> <p>I can describe key events in their life from a range of sources of information.</p> <p>I can place a range of objects, people and events beyond own experiences in time order.</p> <p>I can use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>I can use key evidence to support judgements and reasoning made about aspects of the past.</p>	<p>Key progression skills</p> <p>Drawing: Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Sketchbooks: Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Form: Extend their practical ability to create 3D sculptural forms and begin to</p>	<p>Key progression skills</p> <p>PZAZ focus areas for whole school KS1</p> <p>Ask simple questions (2 weeks)</p> <p>Suggest different ways of answering a question (2 weeks)</p> <p>Making observations using simple language (1 week)</p> <p>Making observations using keyword vocabulary (1 week)</p> <p>Answering questions using simple language (1week)</p>	<p>Key progression skills</p> <p>Technology in our lives</p> <ul style="list-style-type: none"> • Begin to understand there are a variety of sources of information and begin to recognise the differences. • Begin to understand what the Internet is and the purposes that it is used for. 	<p>Key progression skills</p> <ul style="list-style-type: none"> - I can recall parts of religious stories I know. - I can retell religious stories in increasing detail. - I can talk about why religion is important for some people.

	<p>understand how to represent form when drawing.</p> <p>Tone: Experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p>Answering questions using keyword vocabulary (1 week)</p> <p>Noticing patterns and relationships (2 weeks)</p> <p>Explaining some of the things observed using keyword vocabulary (1 week)</p>		
<p>Implementation</p> <ul style="list-style-type: none"> Becoming street detectives -children are detectives looking for clues about the past and the present to find out about changes that have taken place in the area over the years. Children to follow a simple map showing a specific route to follow around local streets. Children to take photographs of streets in village arrival and look out for the different features of each street, such as trees, a post box, a church, a playground or shop, drawing these on the map. Look at pictures, slides and photographs of old and modern homes in the village. identifying differences, including materials from which they are built. Discuss why they think particular materials have been used and consider what eco homes are. Make drawings of old and new houses, adding captions and labels to identify their features or use suitable software to add captions and labels to digital photographs. Old and new shops Look at pictures of shops in the past and compare them to shops today. Talk about how the old fashioned baker's shop differs from today's large supermarkets and make a class list of differences. Ask the children for their opinions on the positive and negative effects of large supermarkets on small, independent retailers. 	<p>Implementation</p> <ul style="list-style-type: none"> 1: Repeating Patterns 2: Taking Rubbings 3: Frottage 4: 3D Pencil Drawings 5: 3D Colour Drawings Learning About... Drawing for Fun Children to look at different artist and how they have captured the landscape of mevagissey. They will then use the different techniques taught in their unit to create their own landscape picture of an area of mevagissey. 	<p>Implementation</p> <ul style="list-style-type: none"> To identify the uses of different everyday materials (walk around the school). To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching (activity changing materials PZAZ 2.6) To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching (activity Modelling clay, playdoh PZAZ 2.6) To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching (activity Making an object PZAZ 2.6) To Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (activity Comparing paper and cardboard PZAZ 2.7) To Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (activity Making plastic from milk PZAZ 2.9) 	<p>Implementation</p> <ul style="list-style-type: none"> To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology 	<p>Implementation</p> <ul style="list-style-type: none"> What does it mean to be kind? Jesus taught us to be kind but is it possible to be kind to everyone all the time? Story – Jesus healing the paralysed man (Mark 2: 1-12) Who showed kindness in the story? Children to create their own story which they think demonstrates when it was difficult to show kindness, but they overcame this. What would Jesus want them to do in this situation? Revisit the question: Is it possible to be kind to everyone all the time? Revisit session 1: What does it mean to be kind?
<p>End composite</p> <p>Children to write to the Mayor of the village to suggest improvements to the village on how to make it safe, family friendly and improve certain areas.</p>	<p>End composite</p> <p>Children to successfully explore and demonstrate/ produce finished pieces of work to show their newly learned skills. To create a landscape drawing of mevagissey using the skills from the unit.</p>	<p>End composite</p>	<p>End composite</p> <p>Create a poster on the different ways society uses technology.</p>	<p>End composite</p> <p>To complete an activity sheet exploring the question: Is it possible to be kind to everyone all the time?</p>
<p>Impact</p> <p>Children to have an increased understanding about their local area. They will have a knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area.</p>	<p>Impact</p> <p>Children to understand and be able to demonstrate their skills learned through this unit.</p>	<p>Impact</p> <p>Children to understand that materials are used due to their suitability and properties and have an increased knowledge of how solid materials can be changed.</p>	<p>Impact</p> <p>This unit progresses learners' understanding of technology and how they interact with it. They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT.</p>	<p>Impact</p> <p>Children will have a better understanding of what it means to be kind and will be able to retell bible stories that demonstrate kindness.</p>

 <p style="text-align: center;">Music In the Groove Intent</p> <p>The children will listen to 6 different musical styles (Blues, Baroque, Latin, Irish, Folk, Funk). They will dance to all these styles or move to the pulse.</p>	<p style="text-align: center;">PSHE Being Me in My World Intent</p> <p>In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>	<p style="text-align: center;">PE Intent Fundamentals Year 2</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.</p>
<p style="text-align: center;">National curriculum links</p> <p>-</p> <p style="text-align: center;">By the end of Primary pupils should:</p> <ul style="list-style-type: none"> -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - played tuned and untuned instruments musically. -Listen with concentration and understanding to a range of high-quality live and recorded music. -experiment with 	<p style="text-align: center;">National curriculum links</p> <p>By the end of Primary pupils will know:</p> <ul style="list-style-type: none"> • (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships • (R14) the conventions of courtesy and manners • (R15) the importance of self-respect and how this links to their own happiness • (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • (R19) the importance of permission seeking and giving in relationships with friends, peers and adults • (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • (R32) where to get advice e.g. family, school and/or other sources • (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings 	<p style="text-align: center;">National curriculum links</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
<p style="text-align: center;">Key person of interest</p>	<p style="text-align: center;">Key person of interest</p>	<p style="text-align: center;">Key person of interest</p>
<p style="text-align: center;">Key knowledge components (taken from KO')</p> <ul style="list-style-type: none"> ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. To confidently sing or rap five songs from memory and sing them in unison. ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. ● Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise! ● Composing is like writing a story with music. ● Everyone can compose. <p>A performance is sharing music with other people, called an audience.</p>	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively 	<p style="text-align: center;">Key knowledge components (taken from KO's)</p> <ul style="list-style-type: none"> • Show balance when changing direction. • Complete hopping, skipping and jumping movements with some balance and control. • Show balance and co-ordination when running at different speeds.
<p style="text-align: center;">Key progression skills</p> <ul style="list-style-type: none"> - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars -Learn about voices, singing notes of different pitches (high and low). -Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. - Learn to start and stop singing when following a leader -copy and clap the rhythm of your name, make up your own. - Treat instruments carefully and with respect. - Play a tuned instrumental part with the song they perform. - Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). 	<p style="text-align: center;">Key progression skills</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> • Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills • Recognise the feeling of being worried 	<p style="text-align: center;">Key progression skills</p> <ul style="list-style-type: none"> • Give feedback using key words. • I am beginning to turn and jump in an individual skipping rope. • I can describe how my body feels during exercise. • Show balance when changing direction. • Complete hopping, skipping and jumping movements with some balance and control. • Work co-operatively with a partner and a small group. • Show balance and co-ordination when running at different speeds.

<ul style="list-style-type: none"> - Listen to and follow musical instructions from a leader. - Help to create a simple melody using one, two or three notes. - Learn how the notes of the composition can be written down and changed if necessary -Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> - They can add their ideas to the performance. -Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> • Be able to work cooperatively 	
<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • Listening to different musical styles and dancing and moving to the pulse. • Clapping different rhythms and making up their own • Playing instruments with one or two notes Perform as a class with singing and playing. • Compose a simple melody using simple rhythms. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year and I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and school • I understand the rights and responsibilities for being a member of my class • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • To develop balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To develop changing direction and dodging. • To develop and explore jumping, hopping and skipping actions. • To develop co-ordination and combining jumps. • To develop combination jumping and skipping in an individual rope. 
<p style="text-align: center;"><u>End composite</u></p> <p>A class performance of 'in The Groove' with singing and playing.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>To show confidence when skipping with a jump rope</p>
<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will be able to find the pulse and move to different styles of music using their bodies. They will be able to sing and play and talk about it with their friends and say how it made them feel.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils can explain why their behaviour can impact on other people in their class, compare their own and their friends' choices and can express why some choices are better than others.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will learn the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will use these skills in isolation as well as in combination. Pupils will learn to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>