



## Street Detective – Autumn 1 – Dolphins



<p style="text-align: center;"><b>History – Street detective!</b></p> <p style="text-align: center;"><b>Intent</b></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 style="text-align: center;"><b>Art &amp; Design – Formal Elements of Art</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children to explore abstract, compositions; line; use music to work expressively with a variety of media. Introduction to colour mixing using primary colours of red, blue and yellow to make secondary colours.</p>	<p style="text-align: center;"><b>Science - Everyday materials</b></p> <p style="text-align: center;"><b>PZAZ</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will learn about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Computing systems and networks – Technology around us</b></p> <p style="text-align: center;"><b>Intent</b></p> <p>Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly. Purple Mash Unit 1.1 Online Safety</p>	<p style="text-align: center;"><b>RE - What did Jesus Teach?</b></p> <p style="text-align: center;"><b>Is it possible to be kind to everyone all of the time?</b></p> <p style="text-align: center;"><b>Intent</b></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 style="text-align: center;"><b>National curriculum links</b></p> <p>Changes within living memory; Significant people; Places and events in the local area.</p> <ul style="list-style-type: none"> <li>-Learn about events beyond living memory that are significant nationally or globally.</li> <li>-Learn about significant historical events, people and places in their own locality.</li> </ul> <p><b>Key person of interest</b> Significant people from Mevagisey history.</p>	<p style="text-align: center;"><b>National curriculum links</b></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Learn 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.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>	<p style="text-align: center;"><b>National curriculum links</b></p> <p>Programme of study – Everyday materials</p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Distinguish between an object and the material from which it is made.</li> </ul>	<p style="text-align: center;"><b>National curriculum links</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>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.</li> </ul>	<p style="text-align: center;"><b>National curriculum links</b></p> <p style="text-align: center;"><b>(Areas of Enquiry) Discovery RE</b></p> <ul style="list-style-type: none"> <li>Beliefs, teachings and sources</li> <li>Values and commitments</li> </ul>
<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>Man made materials are made by people</li> <li>Natural materials are dug from the ground, grown or taken from a living thing.</li> <li>A map shows both human and physical features.</li> <li>Symbols are used on maps to show key features.</li> <li>A key explains what the symbols on a map mean.</li> </ul>	<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>Horizontal lines go from left to right, across the page, like a horizon.</li> <li>Vertical lines go up and down, the length of the page, from top to bottom.</li> <li>Cross hatched lines are overlapping parallel lines which run alongside each other.</li> <li>The primary colours are: Red, yellow and blue.</li> <li>The secondary colours are: Orange, green and purple.</li> <li>Working collaboratively means, to work in a group on the same piece of work.</li> </ul>	<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>Objects are things that you can touch or see.</li> <li>Objects are made from materials.</li> <li>Objects are made from different materials (glass, metal, rock, paper, wood, plastic, water, fabrics, foil)</li> <li>Materials can be described in different words (transparent, waterproof, opaque, stiff, soft, shiny, rough, absorbent, bright, bendy, stretchy, hard, smooth, dull)</li> <li>Some materials are natural while others are manmade.</li> <li>Natural materials are materials which are found in nature.</li> <li>Manmade materials are materials which have been produced by humans.</li> </ul>	<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>Recognise uses of technology in their homes and in their community.</li> <li>How to use basic skills on a computer – using a mouse, how a keyboard works and how to open and close documents/programmes.</li> </ul>	<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>I can say when and why it is easy or difficult to be kind.</li> <li>I can tell you some ways Christians try to follow Jesus' example of being kind.</li> <li>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).</li> </ul>
<p style="text-align: center;"><b>Key progression skills</b></p> <ul style="list-style-type: none"> <li>I can compare aspects of the past and present and describe similarities and differences.</li> <li>I can talk about life events and people from beyond living memory.</li> <li>I can talk about important people beyond living memory using a range of historical vocabulary.</li> </ul>	<p style="text-align: center;"><b>Key progression skills</b></p> <p><b>Shape:</b> Identify, describe and use shape for purpose.</p> <p><b>Line:</b> Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p><b>Colour:</b> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p>	<p style="text-align: center;"><b>Key progression skills</b></p> <p><b>PZAZ focus areas for whole school KS1</b></p> <p>Ask simple questions (2 weeks)</p> <p>Suggest different ways of answering a question (2 weeks)</p> <p>Suggest different ways of answering a question (1week)</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>Answering questions using keyword vocabulary</p> <p>Noticing patterns and relationships (1 week)</p>	<p style="text-align: center;"><b>Key progression skills</b></p> <p><b>Technology in our lives</b></p> <ul style="list-style-type: none"> <li>Recognise uses of technology in their homes and in their community.</li> <li>Understand that there are online tools that can help them create and communicate.</li> </ul> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>Use index fingers (left and right hand) on a keyboard to build words &amp; sentences.</li> <li>Know when &amp; how to use the SPACE BAR (thumbs) to make spaces between words</li> <li>Add text and images to a template document using an image &amp; word bank</li> </ul>	<p style="text-align: center;"><b>Key progression skills</b></p> <ul style="list-style-type: none"> <li>I can recall parts of religious stories I know.</li> <li>I can retell religious stories in increasing detail.</li> <li>I can talk about why religion is important for some people.</li> </ul>

<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Becoming street detectives</b> -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.</li> <li>• Children to follow a simple map showing a specific route to follow around local streets.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• 1: Shape: Abstract Compositions</li> <li>• 2: Line 1: Exploring Line</li> <li>• 3: Line 2: Making Waves</li> <li>• 4: Colour 1: Making Colours</li> <li>• 5: Colour 2: Painting with Colour</li> <li>• Children to look at various different artist representation of Mevagissey. They will use their knowledge from this unit to produce their own landscape. Trip to sketch parts of the harbour.</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name (activity Types of Materials 1.4 <a href="#">PZAZ</a>)</li> <li>• To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from (activity Types of Materials 1.4 <a href="#">PZAZ</a>)</li> <li>• To describe the simple physical properties of a variety of everyday materials by testing if they are waterproof (Activity Waterproof materials 1.5 <a href="#">PZAZ</a>)</li> <li>• To perform simple tests to find out which materials are transparent (Activity Transparency 1.5 <a href="#">PZAZ</a>)</li> <li>• To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects (Activity Stretchiness 1.6 <a href="#">PZAZ</a>)</li> <li>• To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects (Activity Bounciness 1.6 <a href="#">PZAZ</a>)</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• To identify technology</li> <li>• To identify a computer and its main parts</li> <li>• To use a mouse in different ways</li> <li>• To use a keyboard to type on a computer</li> <li>• To use the keyboard to edit text</li> <li>• To create rules for using technology responsibly</li> </ul>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>- What does it mean to be kind?</li> <li>- Jesus taught us to be kind but is it possible to be kind to everyone all the time?</li> <li>- Story – Jesus healing the paralysed man (Mark 2: 1-12) Who showed kindness in the story?</li> <li>- 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?</li> <li>- Revisit the question: Is it possible to be kind to everyone all the time?</li> <li>- Revisit session 1: What does it mean to be kind?</li> </ul>
<p><b>End composite</b></p> <p>Children to create and present the changes in their village.</p>	<p><b>End composite</b></p> <p>Children to produce a picture of a landscape linking to their locality.</p>	<p><b>End composite</b></p> <p>Children can compare and groups together a variety of everyday materials based on their properties.</p>	<p><b>End composite</b></p> <p>To create a poster of how to keep safe when using computers in school.</p>	<p><b>End composite</b></p> <p>To complete an activity sheet exploring the question: Is it possible to be kind to everyone all the time?</p>
<p><b>Impact</b></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><b>Impact</b></p> <p>Children to effectively put into practice their understanding of their learning based on shape, line and colour.</p>	<p><b>Impact</b></p> <p>Children can compare and groups together a variety of everyday materials based on their properties.</p>	<p><b>Impact</b></p> <p>This unit progresses students' knowledge and understanding of technology and how they interact with.</p>	<p><b>Impact</b></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;"><b>Music</b> <b>In the groove</b> <b>Intent</b></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;"><b>PSHE</b> <b>Being Me in My World</b> <b>Intent</b></p> <p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p style="text-align: center;"><b>PE- Fundamentals</b> <b>Intent</b></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;"><a href="#">National curriculum links</a> <b>By the end of KS1 pupils should:</b></p> <ul style="list-style-type: none"> <li>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>- played tuned and untuned instruments musically.</li> <li>-Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>-experiment with</li> </ul>	<p style="text-align: center;"><a href="#">National curriculum links</a></p> <p><b>By the end of Primary pupils should know:</b></p> <ul style="list-style-type: none"> <li>• (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• (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</li> <li>• (R14) the conventions of courtesy and manners</li> <li>• (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</li> <li>• (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</li> <li>• (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</li> <li>• (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>	<p style="text-align: center;"><a href="#">National curriculum links</a></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;"><b>Key knowledge components (taken from KO')</b></p> <ul style="list-style-type: none"> <li>• To know 5 songs off by heart.</li> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use</li> <li>• 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.</li> </ul> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> <li>• Improvisation is about making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise!</li> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul> <p>A performance is sharing music with other people, called an audience.</p>	<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> <li>• Understand that their choices have consequences</li> <li>• Understand that their views are important</li> </ul> <p><b>Emotional and Social Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Understand that they have choices</li> </ul>	<p style="text-align: center;"><b>Key knowledge components (taken from KO's)</b></p> <ul style="list-style-type: none"> <li>• Run at different speeds.</li> <li>• Complete hopping and jumping movements.</li> <li>• Show balance and co-ordination when static and moving at a slow speed.</li> </ul>
<p style="text-align: center;"><a href="#">Key progression skills</a></p> <ul style="list-style-type: none"> <li>- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> <li>-Learn about voices, singing notes of different pitches (high and low).</li> <li>-Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. <ul style="list-style-type: none"> <li>- Learn to start and stop singing when following a leader</li> <li>-copy and clap the rhythm of your name, make up your own. <ul style="list-style-type: none"> <li>- Treat instruments carefully and with respect.</li> </ul> </li> <li>- Play a tuned instrumental part with the song they perform.</li> </ul> </li> <li>- 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). <ul style="list-style-type: none"> <li>- Listen to and follow musical instructions from a leader.</li> <li>- Help to create a simple melody using one, two or three notes.</li> </ul> </li> <li>- Learn how the notes of the composition can be written down and changed if necessary</li> <li>-Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> <li>- They can add their ideas to the performance.</li> </ul> </li> <li>-Record the performance and say how they were feeling about it</li> </ul>	<p style="text-align: center;"><a href="#">Key progression skills</a></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand their own rights and responsibilities with their classroom</li> </ul> <p><b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding that they are special</li> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> <li>• Understand that they have choices</li> </ul>	<p style="text-align: center;"><a href="#">Key progression skills</a></p> <ul style="list-style-type: none"> <li>• Change direction when moving at speed.</li> <li>• Recognise changes in my body when I do exercise.</li> <li>• Run at different speeds.</li> <li>• Complete hopping and jumping movements.</li> <li>• Work co-operatively with others to complete tasks.</li> <li>• Show balance and co-ordination when static and moving at a slow speed.</li> </ul>

<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• Listening to different musical styles and dancing and moving to the pulse.</li> <li>• Clapping different rhythms and making up their own.</li> <li>• Playing instruments with one or two notes</li> <li>• Perform as a class with singing and playing.</li> <li>• Compose a simple melody using simple rhythms.</li> </ul>	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• I know how to use my Jigsaw Journal</li> <li>• I understand the rights and responsibilities as a member of my class</li> <li>• I understand the rights and responsibilities for being a member of my class</li> <li>• I know my views are valued and can contribute to the Learning Charter</li> <li>• I can recognise the choices I make and understand the consequences</li> <li>• I understand my rights and responsibilities within our Learning Charter</li> </ul>	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> <li>• To explore balance, stability and landing safely.</li> <li>• To explore how the body moves differently when running at different speeds.</li> <li>• To explore changing direction and dodging.</li> <li>• To explore jumping, hopping, and skipping actions.</li> <li>• To explore co-ordination and combining jumps.</li> <li>• To explore combination jumping and skipping in an individual rope.</li> </ul>
<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 improved balance and co-ordination when running and jumping</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>Pupil will be able to explain why their class is a happy and safe place to learn as well as give different examples where I or others make my class happy and safe.</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>