



Voyage of the Mystery Autumn Year A Godolphin Class (Y1/2) Sequence of Lessons

History

Intent: Children will learn about the crew of the Mystery, understand why they left Cornwall and the difficulties they encountered on their journey to Australia.

Hooks from old learning (YR):

- Links to superheroes and people who do amazing things—explorers
- Links to the history of transport

| Lesson | Sequence of Learning |
|--------|--|
| 1 | <p>Introduce topic question: Is it worth the risk? Cold Task Kahoot quiz: Sticky Knowledge for History and Geography - What do we already know about the Voyage of the Mystery and Australia? Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic. WALHT: discover what the 'Voyage of Mystery' was all about. What was the Voyage of the Mystery? Look at images and paintings from the Newlyn School of Art (links with Art and Design) showing scenes from Newlyn in the 1850s. Find this time on a time-line. Play 'South Australia' by Fishermen's Friends and role play fishing, mending the nets and working hard in difficult conditions. Tell the story of the Mystery and her voyage to Australia and watch the film on vimeo.</p> |
| 2 | <p>WALHT: find out more about the crew of the Mystery. Who were the crew on the Mystery? Recap the story of the Mystery. Use photographs and paintings of fishing scenes from Newlyn in the 1850s. Hot seat the crew and ask questions about who they were, where they lived. Create a pen portrait of members of the crew.</p> |
| 3 | <p>WALHT: find out why the crew wanted to leave Cornwall. How did people travel in the past and why? Reflect on the lives of the crew and how they felt about their lives and work. Why did they want to go to Australia? Children annotate thought bubbles for a member of the crew, what were they thinking? Discuss why people travel nowadays and compare with why people might have travelled in the past. Compare how people travelled in the past and explore different types of travel via sea and land. Sort transport into now and then.</p> |
| 4 | <p>WALHT: find out what it was like sailing on the Mystery. Revisit and Reignite Learning – revise learning up to date so far (sticky knowledge memory work) <i>drop-in</i> exciting future learning to spark curiosity and generate questioning. Reignite: Visit to National Maritime Museum How did the crew prepare for the voyage? Recap previous learning through role play for fishing, keeping the boat ship-shape (use facts from Sense of Place) and sing along to 'South Australia.' Children make a list of items that the crew would need to ensure a safe trip. How would that compare with present day? (links with Science, exploring materials, which material is waterproof?) Links with visit to the NMMC Falmouth.</p> |
| 5 | <p>WALHT: discover what happened to the crew when they reached Australia. Was it worth the risk? Make links with NMMC trip from watching the play and finding out more about the dangers of the voyage. Recap why the crew wanted to go to Australia in the first place. Using conscience alley activities to explore whether children thought the crew made the right decision to leave their families, undertake a dangerous voyage to a new country to make more money. Children write about the outcome for each crew member.</p> |
| 6 | <p>WALHT: find out if I have links with other parts of the world. Am I linked to any other places in the world? Reflect on Job Kelynack and his brother who wrote to him from Australia. That is why the crew sailed all the way to Australia! Show the link on a world map. Ask children to think of places in the world that they might have links with whether it is family living there, an ancestor who came from there or a place they have visited.</p> |
| 7 | <p>END OF TOPIC (HISTORY/GEOGRAPHY) Revisit topic question: Is it worth the risk? What have we learnt? Final Findings - revisit 'curious questions' from lesson 1 and check all have been answered. Hot Task Kahoot quiz: Sticky Knowledge - What do we now know about the Voyage of the Mystery? Compile all topic learning to prepare and present subject composite - write an account of one of the crew.</p> |

Subject Composite: To write an account of one of the crew.

Impact: Children have an understanding of the past and present and can start to ask questions to find out more. They understand some of the reasons why people leave home—migrate.

Hooks for new learning (Y3/4 Y5/6):

- Significant people in history in Superhumans
- Ordering events on a timeline— Invaders and Settlers
- Using secondary and primary sources—Invaders and Settlers, Ancient Egyptians, Ancient Maya, Stone Age and Iron Age
- Settlements—Stone Age and Iron Age, Invaders and Settlers
- History of transport—Invaders and Settlers
- Trading between different nations—Ancient Greeks
- Journeys, explorers and voyagers



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Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Geography

Intent: Children will be able to identify hot and cold places in the world— North and South Pole , Australia and the Equator. They will know the world has continents and oceans.

Hooks from old learning (YR):

- Human and physical features of the environment
- Mapping skills

Sequence of learning

| Lesson | Sequence of Learning |
|--------|--|
| 1 | <p>Introduce topic question: Is it worth the risk? Cold Task Kahoot quiz: Sticky Knowledge for History and Geography - What do we already know about the voyage of The Mystery and Australia? Curious Questioning - What do we want to find out about? Create class mind-map of children’s questions to answer throughout the topic. WALHT: explore Australia and where it is in the world. Where is Australia? Children make links with the Voyage of the Mystery. Locate Australia on a world map, identify the equator, the continents and the oceans. Children label the territories in Australia.</p> |
| 2 | <p>WALHT: able to use a compass and locate N,S,E,W. How can give directions and use a map? Recap previous learning looking at the world map and locating Australia. Children use maps of Australia to locate places and give directions using compass directions.</p> |
| 3 | <p>WALHT: explore the climate and weather in Australia. Why are the seasons different in Australia? Recap previous learning by looking at the equator and heat maps of the world. Discuss and explain why the seasons change during the year. Children look at weather forecasts on BBC weather and compare Australia and UK.</p> |
| 4 | <p>WALHT: explore physical features and landscapes in Australia. What are physical features? Recap the names of the territories using a map of Australia. Using images of physical features and landscapes from Australia children identify features e.g. rivers, mountains, desert, forests etc. Children label and create maps and symbols for physical features.</p> |
| 6 | <p>WALHT: explore Australia’s culture and lifestyle. What can we find out about Aboriginal culture? Make links with Art and Design. Using Aboriginal artefacts, music, film and photographs children explore Aboriginal culture.</p> |
| 7 | <p>END OF TOPIC (HISTORY/GEOGRAPHY) Revisit topic question: Is it worth the risk? What have we learnt? Final Findings - revisit ‘curious questions’ from lesson 1 and check all have been answered. Hot Task Kahoot quiz: Sticky Knowledge - What do we <u>now</u> know about the Voyage of the Mystery and Australia? Compile all topic learning to prepare and present subject composite - debate as a class where would you rather live?</p> |

Subject Composite: Class debate—where would you rather live - Cornwall or Australia?

Impact: Children understand where the continents and oceans are in the world. They know about where they live and can compare it to living in Australia.

Hooks for new learning (Y3/4 Y5/6):

- The importance of the River Nile—Ancient Egyptians
- Land use in the UK, local industries—Superhumans
- Map skills and using Atlases— Invaders and Settlers, Ancient Maya, Earth Matters
- Human and physical characteristics— Ancient Maya
- Physical features of Greece—Ancient Greeks
- Directional language—The River Thames in The Victorians



Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Science

Intent: Children will understand different materials have different purposes and properties Hooks from old learning (YR): Identifying materials and sorting materials for recycling

Sequence of learning

| Lesson | Sequence of Learning |
|--------|--|
| 1 | <p>Introduce new science focus: Materials</p> <p>Cold Task Kahoot quiz: Materials</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the unit.</p> <p>WALHT: name materials</p> <p>Children go on a materials hunt around the school and identify different types of materials.</p> |
| 2 | <p>WALHT: identify objects and the materials they are made from.</p> <p>Why are objects made of different materials?</p> <p>Children sort and handle various objects. Discuss their uses and the materials they are made from and label them.</p> |
| 3 | <p>WALHT: Explore the properties of materials.</p> <p>What are particular materials used for and why?</p> <p>Recap the names of materials. Children handle various materials and discuss what they are used for and why. Children sort and label materials according to their properties e.g. bendy, strong, transparent, waterproof and absorbent.</p> |
| 4 | <p>WALHT: test properties of materials - changing shape.</p> <p>Can you change the shape of a material?</p> <p>Recap on previous learning about properties of materials. Children investigate whether they can change the shape of different materials.</p> |
| 5 | <p>WALHT: decide on the best materials for a purpose.</p> <p>What is the best material for keeping the water out?</p> <p>Make links with VOM and what the fishermen would have to wear to keep dry. Children plan an investigation to explore whether different materials are waterproof or absorbent.</p> |
| 6 | <p>WALHT: record results.</p> <p>What material is best for keeping the water out?</p> <p>Children record their results and present their conclusion.</p> |

Subject Composite: to conduct an experiment to compare purposes and effectiveness of different materials.

Impact: Children are able to sort materials and objects using a range of properties. They can choose an appropriate method for testing an object for a particular property. They can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"

Hooks for new learning (Y3/4 Y5/6):

- Pushes and pulls—Y3/4
- Studying types of rocks, solids, liquids and gases and changing state Y3/4
- Properties and Changes in materials - burning, dissolving, conductivity in Y5/6
- Links to electricity and circuits in Y3-6



Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Science

Intent: Children will understand different materials have different purposes and properties Hooks from old learning (YR): Identifying materials and sorting materials for recycling

Sequence of learning

| Lesson | Sequence of Learning |
|--------|--|
| 7 | <p>WALHT: investigate the changes to materials when they are heated. What happens when you heat different materials? Make links with changing shape investigation. Children plan an investigation to explore and observe materials after being heated. E.g. bread, clay, eggs, matchsticks. Discuss if materials can change back or not.</p> |
| 8 | <p>WALHT: record results. What happens when you heat different materials? Make links with changing shape investigation. Children write their results and present their conclusions.</p> |
| 9 | <p>WALHT: investigate what happens when materials are cooled. What happens to water when it is frozen? Make links with season and weather. Children make predictions about what will happen to liquids and solids if they are cooled.</p> |
| 10 | <p>WALHT: Explore plastics and their uses. What are plastics used for? Recap work on naming the materials objects are made from. Children find and label objects made from plastic in school. Discuss the properties of different plastics e.g. strong, transparent, bendy. Make links with the environment and the importance of recycling.</p> |
| 11 | <p>WALHT: explore and sort man-made and natural materials. What materials occur naturally? Recap names of materials from week one. How are these materials created? Using handling materials and photographs/ films of materials and how are they are made children sort materials into man-made and natural.</p> |
| 12 | <p>END OF UNIT What have we learnt? Final Findings - revisit 'curious questions' from lesson 1 and check all have been answered. Hot Task Kahoot quiz: Sticky Knowledge - What do we <u>now</u> know about Materials.</p> |

Subject Composite: to conduct an experiment to compare purposes and effectiveness of different materials.

Impact: Children are able to sort materials and objects using a range of properties. They can choose an appropriate method for testing an object for a particular property . They can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"

Hooks for new learning (Y3/4 Y5/6):

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Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Music

Intent: Children will experience and perform a range of musical styles including old school hip hop and reggae. They will know how pulse, rhythm and pitch work together and be able to create a simple melody.

Hooks from old learning (YR):

- Learning songs by heart

Sequence of learning

| Lesson | Sequence of Learning |
|--------|---|
| 1 | <p>WALHT: find the pulse whilst listening to a song and identify musical instruments.</p> <p>Pupils listen to the music. Children identify the beat and tap/ dance to the beat</p> |
| 2 | <p>WALHT: clap rhythms and copy back what I hear.</p> <p>Pupils listen to a beat and clap the beat back. Pupils listen to words and clap the syllable back.</p> |
| 3 | <p>WALHT: rap and sing in time to the music.</p> <p>Children perform a rap.</p> |
| 4 | <p>WALHT: create and copy rhythms.</p> <p>Children create their own short song/ poem with a similar rhythm</p> |
| 5 | <p>WALHT: Play pitched instruments</p> <p>Boom whackers, xylophones, Glocks</p> |
| 6 | <p>WALHT: perform and share</p> <p>Children perform their song to the audience.</p> |

Subject Composite: To learn songs to sing for an audience— Christmas Play, to play untuned instruments and listen to each other in the class

Impact: Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

Hooks for new learning (Y3/4 Y5/6):

- To build on previously taught skills from Charanga scheme
- Apply know skills to learning to play an instrument i.e .ukulele and glockenspiel



Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Music

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- Learning songs by heart

| Lesson | Sequence of Learning |
|--------|--|
| 1 | WALHT: Find the pulse when listening to a song. Pupils listen to a song and find the beat by tapping |
| 2 | WALHT: recognise musical instruments. To distinguish between different musical instrument and the way they are used. |
| 3 | WALHT: find the pulse and move to the pulse of the music. Pupils move around the room to different types of music, ensuring that they follow the beat. |
| 4 | WALHT: copy and create rhythms Pupils create a rhythm on a Glock. |
| 5 | WALHT: rap and sing in time to the music Pupils learn and sing a song. |
| 6 | WALHT: identify pitch and know that it is high and low sounds. Pupils listen to a variety of different pitches within music. Pupils play different pitches on their instrument |

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Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Art and Design

Intent: Children will understand how an Aboriginal art dot painting is formed and be able to use and compare to techniques used in seascapes created by some of the Newlyn School of Artists.

Hooks from old learning (YR):

- Links to learning about different artists and art movements e.g. pop art, seascapes and making observational drawings
- Colour mixing in Superheroes Assemble and learning about tint and shade in On the Move topic

Sequence of learning

| Lesson | Sequence of Learning |
|--------|---|
| 1 | WALHT: discuss the paintings created by the Newlyn School of art. Children observe and talk about the paintings by Walter Langley and S. Forbes and others. Using 'Selling Fish on a beach' children complete looking closely sheets using viewfinders. |
| 2 | WALHT: make observational drawings from artworks. Children explore the compositions using colour studies, figure studies. Children make a grid for their observational studies and use mixed media. |
| 3 | WALHT: create my own seascape based on the Newlyn School. Children sketch out their ideas for a painting in their sketch books. Children start a base layer ready to build on the next week. |
| 4 | WALHT: develop my painting by adding layers. Children to develop their ideas by adding detail, using dry materials over paint. |
| 5 | WALHT: compare artists from Cornwall with traditional art from Australia. Children are introduced to Aboriginal art. Children discuss and compare with the artists painting in Cornwall. Make links with the Voyage of the Mystery. In their sketch books children make observational drawings from examples of Aboriginal artwork. (topic box) |
| 6 | WALHT: design and create my own piece of Aboriginal art. Using animal motifs and paint. |

Subject Composite: To create their own aboriginal style dot painting and their own seascape including figures and boats.

Impact: Children are able to identify different styles of art and how different techniques and colours are used effectively to create different effects. Children can use a variety of tools to create their own work.

Hooks for new learning (Y3/4 Y5/6):

- Links to artists and movements—Cave Art mixing colours
- Links to John Piper in Year 5 and 6
- Links to Georgia O'Keeffe and Maria Sibylla—children develop skills in drawing and watercolour to create their own botanical illustrations



Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Design and Technology

Intent: Children will design and make a moving picture

Hooks from old learning (YR):

- Making protective structures in Superheroes Assemble
- Making and testing real products—On the Move

| Lesson | Sequence of Learning |
|--------|--|
| 1 | WALHT: explore and evaluate a range of existing products. Children look at and review different pop-up books and mechanisms. |
| 2 | WALHT: make mechanisms - sliders. Children learn how to make sliders that show a character moving as part of a page in a book. |
| 3 | WALHT: explore and make levers. Children learn how to make levers that show a character moving as part of a page in a book. |
| 4 | WALHT: explore and make wheel mechanisms. Children learn how to make wheel mechanisms that show a character moving as part of a page in a book. |
| 5 | WALHT: design a product of my own using one or more of the mechanisms. Children decide on which mechanism/s to use to show the story of the Mystery. |
| 6 | WALHT: develop my idea into a finished product. |
| 7 | WALHT: review and reflect my product. |

Subject Composite: to design and create a moving picture to show the Voyage of the Mystery.
 Impact: Children will be able to design a moving picture using a given criteria. They will evaluate their finished product.

Hooks for new learning (Y3/4 Y5/6):

- Designing packaging in Ancient Egyptians Y3/4 and in There is no Planet B Y5/6
- Designing bridges—The Victorians y5/6

Sequence of learning



Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

RE

Intent: Children will learn about who is a Muslim and how they live. They will learn about why Christmas is important to Christians.

Hooks from old learning (YR):

- Links to learning about religious traditions e.g. Naming ceremonies, Christmas

Sequence of learning

| Lesson | Sequence of Learning |
|--------|---|
| 1 | Engagement: WALHT: discover more about what Muslims believe. Look at images of Muslims in worship and identify key aspects of Muslim religious life; Mosque, daily prayers, the Quran and Allah. Children describe and illustrate 'Who is Allah?' |
| 2 | Investigation: WALHT: find out more about Shahadah. Discuss the meaning of Shahadah. |
| 3 | Investigation: WALHT: explore the 99 names given to Allah. Discuss the names, look at the artwork that shows the names. 'Calligraphy.' Children chooses a name that they like. What does it mean to them and others? Use sentence starters in Agreed Syllabus to respond to the names. Children illustrate their chosen name. |
| 4 | Investigation: WALHT: find out more about the prophet Muhammed. Share the story of the tiny ants. Freeze frame part of the story and TTYP Children storyboard and talk about the meaning. |
| 5 | Evaluation: WALHT: explore stories told by the prophet Muhammad. 'The boy who threw stones at trees' to explore how important nature and animals are to Allah. |
| 6 | Expression: WALHT: find out what the five pillars of Islam are. |

Subject Composite: Children visit a local church at Christmas and see the traditions and practices of a Christian tradition, Children perform the Nativity.

Impact: Children will understand the importance of key events in the Muslim and Christian faiths. Children develop empathy and see how different faiths care for others and teach others through rituals, stories and festivities.

Hooks for new learning (Y3/4 Y5/6):

- Links to learning about the Trinity
- Links to learning about traditions in Hinduism
- Links to the Easter story
- Links to Cornwall community life
- Links to festivals and worship for Muslims



Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Sequence of learning

RE

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Hooks from old learning (YR):

- Links to learning about religious traditions e.g. Naming ceremonies, Christmas

| Lesson | Sequence of Learning |
|--------|--|
| 1 | Engagement: WALHT: explore seasonal celebrations. Reflect on the year and key celebrations linked to Religions. E.g. Easter, Dwali, Eid, Harvest Festival, Christmas. Talk about how they link with the time of year and the seasons. Set up mini stations for a different events and children explore creatively what might happen. |
| 2 | Investigation: WALHT: find out who Jesus was and why he is so important to Christians. 'What did Jesus teach us?' |
| 3 | Investigation: WALHT: explore the Christmas story. Read the story from Luke chapters 1 and 2. Look at an image of the nativity scene and ask children to label the people in the scene and what and why they visited. |
| 4 | Investigation: WALHT: explore the Christmas story in detail. Split the class in half and half storyboard the story and half explore the stations: Then swap Set up stations for each aspect of the story. E.g. Angel Gabriel visiting, travelling to Bethlehem, stable etc. Children annotate large scale scenes in small groups. E.g. Luke describe the birth as 'good news' why is it good news? What was it like to be born in a stable? They can use questions, thought bubbles, or props to reenact part of the scene. |
| 5 | Evaluation: WALHT: Explore the act of giving gifts and saying thank-you. Discuss who brings gifts to baby Jesus. Explore why and how. Explore how e.g. the shepherds gave away their sheep even though they were poor themselves. Discuss the gifts from the kings. Discuss the importance of saying thank-you and showing thankfulness. Children create their own thank-you tokens for people in their lives or in the world. |
| 6 | Expression: WALHT: retell the Christmas story |

Subject Composite: Children visit a local church at Christmas and see the traditions and practices of a Christian tradition, Children perform the Nativity.

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Voyage of the Mystery

Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

Computing

Intent: Children will identify examples of technology – explain how examples of technology help us – recognise that a computer is an example of technology Look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.

Hooks from old learning (YR):

- Know about APPs for different purposes
- Using iPads to take photographs
- Using Bee-Bots and algorithms

Sequence of learning

| Lesson | Sequence of Learning |
|--------|---|
| 1 | WALHT: Explain and identify technology and identify computers and main parts Pupils are able to label/ name the key parts of a computer |
| 2 | WALHT: Use a mouse in different ways/ tracking pad. Pupils follow an activity to use a mouse by clicking/ dragging |
| 3 | WALHT: Use a keyboard to type. Pupils follow online activity to type words |
| 4 | WALHT: Use a keyboard to edit Pupils learn how to delete and add missing letters |
| 5 | WALHT: Create rules for using technology Pupils work together to make a poster for using technology safely |
| 6 | EUQ skills quiz |

Subject Composite: Create and save a file containing written text; produce a poster containing an image of technology being used outside of school

Impact: Children will learn the parts of a computer and develop the basic skills needed to effectively use a computer keyboard and trackpad. Their knowledge and understanding of technology and how they interact with it beyond school will have developed

Hooks for new learning (Y3/4 Y5/6):

- Use technology safely and respectfully
- Connecting computers y3/4
- Exploring the internet Y5/6



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Autumn Year A

Godolphin Class (Y1/2)

Sequence of Lessons

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Hooks from old learning (YR):

- Know about APPs for different purposes
- Using iPads to take photographs
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Sequence of learning

| Lesson | Sequence of Learning |
|--------|---|
| 1 | WALHT: Identify uses and features of technology. Why do we use technology? Pupils discuss and create a shared mind map. |
| 2 | WALHT: identify uses of IT in our school. Go on a stroll around the school and find all the uses of IT in our school |
| 3 | WALHT: Explain how IT helps us. Discuss and record how IT helps us in our lives |
| 4 | WALHT: Explain how to use IT safely. Pupils match sentences and pictures to explain rules of computer safety |
| 5 | EUQ skills quiz |

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Hooks for new learning (Y3/4 Y5/6):

- Use technology safely and respectfully
- Connecting computers y3/4
- Exploring the internet Y5/6