

## Heroes and Explorers—Curriculum Driver

Year 1 Autumn Term

**Topic Question:** Do all superheroes wear capes?

**RE Question:** Was Jesus a hero?

**Linked people of study:** Robert Scott, Ann Bancroft

**Linked texts:** Enormous Crocodile, The Giraffe The Pelly and Me

**Linked Music:** Aboriginal didgeridoo music, Geography Song (Sing Up) Vivaldi—Winter, Einaudi—Elegy for the arctic, Vaughan Williams—Scott of the Antarctic, Tchaikovsky's Waltz of the Snowflakes, Waltz of the flowers (Hot)

**Trips/Visitors:** Seal Sanctuary, Orienteering trip to juniors.

**Topic Composite/Finale:** Family Shared learning, display of art work. KS1 Nativity

**Linked Prior Learning:** Yr R Snail and Whale Story, Colours Topic, different environments.



### History

**Intent:** To learn about explorers such as Scott and Bancroft, and to learn about different periods of time, and to ask questions to find out more, and use sources to help answer them

#### Skills, and Knowledge Components Focus

- To ask questions about the past with support
- To describe the similarities and differences between life in the past and now.
- To use a wide range of vocabulary relating to passing of time .
- To describe an artefact

#### Memory Facts/Transferable concepts:

Know the names of the explorers and where they went. To talk about the past, present and the future.

**Key Vocabulary:** Past, present, future. Similarities and differences

**Subject Composite:** To write an account of an explorer

**Impact:** Children have an understanding of the past and present and can start to ask questions to find out more.

### Geography

**Intent:** To identify hot and cold places in the world— N and S Pole and Equator . To know the world has continents and oceans.

#### Skills, and Knowledge Components Focus

- Know seven continents.
- Compare hot and cold areas in the world and know where they are.
- To use directional language (left, right, near, far)
- Collect information about local area (tally charts)

#### Memory Facts/Transferable concepts:

Know seven continents of the world. Know the locality of Antarctica and the equator.

**Key Vocabulary:** continent, ocean, Antarctica, equator, directional language, Australia

**Subject Composite:** To make a model of the world and show the hot and cold areas

**Impact:** Children understand where the continents and oceans are in the world. They know about Antarctica and Australia.

### Science

**Intent:** To learn about a variety of common animals . To name draw and label basic parts of the human body. Conduct experiments and make observations with support.

#### Skills, and Knowledge Components Focus

- Identify some common animals including, fish, amphibian, reptiles, birds and mammals
- Draw and label the basic parts of a human body
- Ask simple questions when prompted
- Conduct experiments with support and recognize findings

#### Memory Facts/Transferable concepts:

Know the names for parts of the body. Identify fish, amphibians, reptiles, birds and mammals

**Key Vocabulary:** fish, amphibians, reptiles, birds and mammals, experiment, observations, parts of the body

**Subject Composite:** to draw and label the human body. To research one animal eg penguin in detail and create a fact file. .

**Impact:** Children can identify different animals, and start to understand how to record and experiment. .

### RE

**Intent:** What does it mean to belong to a faith community?  
What do Christians believe God is like?

#### Skills, and Knowledge Components Focus

- Re-tell a religious story.
- Re-call and name different beliefs and practices, including festival, worship rituals and ways of life.
- Recognise religious art, symbols and words and talk about them.

#### Memory Facts/Transferable

**concepts:** To re-tell the story of the lost coin/lost sheep . To know some religious symbols of belonging eg baptismal candle, crosses, rosary beads, a menorah, etc.

**Key Vocabulary:** Christian, Muslim, Jews, baptism,, wedding, worship, religious communities

#### Subject Composite:

To be able to compare similar features between Christian and Jewish /Muslim ceremonies eg naming ceremonies or weddings.

**Impact:** children will recognise that although religions have different beliefs, they share many similarities and also with their own lives and a sense of belonging. .

### Music

**Intent:** to use their voice in different ways to create effects. To take part in singing. To listen to music from other cultures.

#### Skills, and Knowledge Components Focus

- Follow instructions when to sing/ play an instrument
- To take part in singing
- To hear the pulse in music
- Know how sounds are created and changed.
- Opportunities to play tuned/ untuned instruments
- Use voice in different ways.

#### Memory Facts/Transferable concepts:

Learning lyrics to a song.

**Key Vocabulary:** pulse, tune, performance, unison, humming, whistles, whispers

**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 . Are able to use their voices for different effects.

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### Art and Design

**Intent:** To create cool and hot picture—silhouettes. Aboriginal art dot painting.

**Skills, and Knowledge**

**Components Focus**

- Use a range of tools (sponges, fabric) to begin to experiment with texture
- Explore a range of work by other artists, craft makers and designers
- Be able to give their opinion and say why they like/dislike the work of other artists.
- Use a piece of artwork as a starting point for their own work

**Memory Facts/Transferable concepts:**

Ability to be able to use a range of tools for textures. Use piece of artwork as a starting point.

**Key Vocabulary:** aboriginal art, texture, textile, fabric, artist,

**Subject Composite:** To create their own aboriginal style dot painting as a hot/cold silhouette painting

**Impact:** To be able different styles of art. To use a variety of tools to create their own work.

### Design Technology

**Intent:** To design and make a moving model.

**Skills, and Knowledge**

**Components Focus**

- Draw and label pictures of their design ideas.
- Discuss their ideas and explain their choices.
- Name the tools they are using and know how to use them safely.
- Use given tools to cut, shape, join and finish products.
- Explore different materials and components to find appropriate ways of joining materials.
- Explore ways of joining cards to make it move (e.g. split pins).
- Use a range of textile equipment including beads and fabric/thread for sewing. Threading and using a needle to create a stitch

**Memory Facts/Transferable concepts:**

How to make a moveable structure and learn to sew.

**Key Vocabulary:** design, materials, tools, product, fabric, sewing.

**Subject Composite:** to design and create a moveable split pin character and sew a stocking.

**Impact:** Children will be able to start designing a model using a given criteria. They will become confident to use a variety of tools. They will be able to sew a basic running stitch.

### Computing

**Intent:** To know what algorithms are and be able to program simply (Scratch) to stay safe on the internet.

**Skills, and Knowledge**

**Components Focus**

- Know what algorithms are and how they are used.
- Understand how algorithms impact programming
- Recognise how ICT is used beyond school.
- Use technology to create digital content.
- Know what to do if they see something inappropriate online.
- According to schools Esafety policy and acceptable use policy

**Memory Facts/Transferable concepts:**

How to use algorithms, what to do to stay safe on line. How to create a document

**Key Vocabulary:** computer, algorithm, document

**Subject Composite:** To create a working set of instructions (algorithms), to create a document, how to stay safe on internet

**Impact:** The children will know how to access documents on a computer and edit them. They will know how to stay safe while on the internet.

### PE

**Intent:** To learn how to sequence movements.

**Skills, and Knowledge**

**Components Focus**

- Copy individual dance movements.
- Link two or more movements together to create a sequence.
- Choreograph their own sequence.
- Evaluate and change their sequences.
- Perform their own sequence.

**Memory Facts/Transferable concepts:**

How to link movements. How to remember and perform a sequence.

**Key Vocabulary:** link, movements, levels, choreograph, evaluate, perform, sequence

**Subject Composite:** To choreograph and perform their own sequence of movements on a superhero theme

**Impact:** To be able to link movements to create a sequence around a theme. To remember and practise these movements to perform to an audience.

### PSHE

**Intent:** To learn to keep myself safe.

**Skills, and Knowledge**

**Components Focus**

- Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention.
- Help the people who look after me to more easily protect me.
- Know how to ask for help if I am worried about something.
- Keep myself and others safe.
- I know that I do not need to keep secrets.
- Recognise feelings in myself and others.

**Memory Facts/Transferable concepts:** to know where to go in an emergency, people who care for us, and developing positive behaviour.

**Key Vocabulary:** rules, emergency, respect.

**Subject Composite:** to create a poster / leaflet about getting help in an emergency.

**Impact:** children will know what to do in an emergency, they will know who cares for them, and will start to develop or understand positive self behaviour.