

Into the woods —Curriculum Driver

Year 1 Spring Term

Topic Question: Do all living things need the same things to survive?

RE Qu: Who is Jewish and how do they live?

Linked people of study: David Attenborough, Andy Goldsworthy, Romero Britto, Monet, Steve Backshall, Nick Baker and Michaela Strachan

Linked texts: The Owl Who was Afraid of the Dark , poem—ther's a tiny caterpillar on a leaf

Linked Music: Profokiev Peter and the Wolf, Rimsky-Korsakov Flight of the Bumble Bee, Saint Saens

Trips/Visitors: Owl Sanctuary, hatch ducklings, Tehidy Woods

Topic Composite/Finale: Yr 1 Joint Assembly

Linked Prior Learning: link back to Stickman from EYFS for seasonal changes, hatching caterpillars and Hungry caterpillar story, link back to artista studies in EYFS and spot similarities and differences,



History

Intent: To learn about the past

Skills, and Knowledge Components Focus

- To ask questions about the past
- To use photos of the past
- To ask questions about who? When? Where? Why?

Memory Facts/Transferable concepts:

Find out about the history of Camborne. Particularly the view opposite the church Tyacks department store.

Key Vocabulary: past, present and future.

Subject Composite: to draw what they see now when standing at the church and compare it to a picture from the past

Impact: Children have an understanding of the past, things change even in their own locality in memorable history for some of their family and friends.

Geography

Intent: to identify seasonal weather patterns and find out about local places

Skills, and Knowledge Components Focus

- To identify the 4 seasons
- To know the effects of the seasons on the weather and impact for us.
- To look at maps of local area
- To carry out field work of the local area

Memory Facts/Transferable concepts:

Find out about the local area, look at maps, seasons

Key Vocabulary:

Winter spring Summer Autumn Seasons, weather, area,

Subject Composite:

To draw a map of their local area

Impact:

Children will know about their local area, and draw a basic map of the school. They will have a better understanding of seasons.

Science

Intent: To learn about a variety of common animals, seasonal changes, conduct experiments

Skills, and Knowledge Components Focus

- Identify fish, amphibians, reptiles, birds and mammals.
- To know and understand carnivore, herbivore and omnivore
- Notice changes across 4 seasons
- To perform simple experiments with support and make simple observations
- To identify the simple structure of a plant incl trees
- Identify a variety of common plants and trees incl deciduous and evergreen.

Memory Facts/Transferable concepts:

Know the names of a variety of plants and animals. Know different animal categories. Know how to conduct an experiment

Key Vocabulary: carnivore, omnivore, herbivore, amphibian, reptile, mammal, fish, bird, Spring, Summer, Winter, Autumn, deciduous, evergreen

Subject Composite: To carry out simple experiments , to identify plants and animals

Impact: Children know about plants and animals they can plan and carry out experiments.

RE

Intent: to learn about Jewish beliefs, and how Jews live.

Skills, and Knowledge Components Focus

- Retell some stories used in Jewish celebrations, and how they are used in celebrations., an how they live.
- To know how Jewish people celebrate special times (Shabbat)
- To know how Jewish people remember god in different ways eg mezzuzh or on Shabbat.
- To know why jewish people reflect, think praise and remember.
- Recognise the Jewish prayer the Shema

Memory Facts/Transferable concepts:

Know what happens at Shabbat and the story of creation to go with it. Know what objects might be found in a Jewish home. Recognise the Shema, understand the importance of remembering and celebration in peoples lives.

Key Vocabulary: Shema, Shabbat, mezuzah, menorah, ,

Subject Composite: to draw/ act/ write a description of shabbat meal. To create a booklet about Jews and how they live.

Impact: to consider the importance of celebration and remembrance in their own lives as well as Jewish. And to explore what other people believe.

Music

Intent: To learn how to make different sounds, to compose and to listen to a variety of styles of music

Skills, and Knowledge Components Focus

- Make a variety of sounds using body (click, clap, stamp) and opportunities to play tuned/ untuned instruments
- To hear different moods in music
- To identify if it one sound or many (texture) and know how sounds are made and changed
- Use voices in different ways for different effects.
- To hear a variety of music including live music

Memory Facts/Transferable concepts:

Identify mood in music, use voices and instruments for different effects,

Key Vocabulary: dynamics, tempo and duration pitch.

Subject Composite: to listen to a variety of music including live music and notice the mood. To compose own music using body percussion and untuned instruments

Impact: children can compose using a variety of dynamics tempo etc. To have heard a variety of styles of music and reflect on them.

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Art and Design

Intent: To use the work of Britto and Goldsworthy as inspiration for their own work.

Skills, and Knowledge

Components Focus

- To explore line and mark making in different ways.
- To keep within the lines when adding colour.
- To explore a range of work by other artists, craft makers and designers
- To use a piece of artwork as a starting point for their own
- To manipulate clay using fingers and tools
- Create art from imagination
- Use a piece of art as a starting point for their own work.
- To compare work of Britto and Monet

Memory Facts/Transferable concepts:

Learn about Andy Goldsworthy and Britto and their artwork.

Key Vocabulary: Goldsworthy, Britto, artists, materials, pressure

Subject Composite: Create own Britto inspired art, and Goldsworthy inspired sculpture.

Impact: Children will be able to talk about what they like/dislike, and be able to make a variety of marks and use a selection of brushes. They will be able to create their own art both from their own imagination and from a response to other art work or experience.

Design Technology

Intent: To design and make a moving model.

Skills, and Knowledge

Components Focus

- Design a functional product with a purpose or a specific job
- Design—draw, and label, their design ideas, make and evaluate.
- Use given tools to cut, shape, join and finish products
- Use a variety of materials to make things stiffer and stronger
- Create models with wheels and axels.

Memory Facts/Transferable concepts:

Learn how to create a moving vehicle and to design, make and evaluate their product.

Key Vocabulary: design, make, evaluate, join and materials.

Subject Composite: Create a moving model from design stage to evaluation stage

Impact: Children will be able to plan their creation and evaluate to improve it .

Computing

Intent: To learn about how to create a document with digital content, and how to stay safe on the internet.

Skills, and Knowledge

Components Focus

- To recognize how ICT is used beyond school
- To use technology to create digital content
- To know what to do if they see something inappropriate online.
- To create simple programs and debug where necessary.
- To make predictions about what will happen next after it has been programmed

Memory Facts/Transferable concepts:

How to use Pages and Scratch programmes.

Key Vocabulary: document, program, algorithm and prediction.

Subject Composite: Create a pages document . Create a scratch program.

Impact: Children can use Pages and Scratch program and debug .

PE

Intent: To learn a variety of rolls, stretches, balances and ways of travelling

Skills, and Knowledge

Components Focus

- Learn a variety of balances using hands, feet or seat
- Learn rolls—forward, pencil and teddy bear.
- Travel in different ways—jumping, skipping, walking, leaping and hopping

Memory Facts/Transferable concepts:

To learn how to balance , roll and travel in a variety of different ways and remember the names.

Key Vocabulary: balance, roll, travel, pencil, forward teddy bear roll,

Subject Composite: be able to perform a variety of moves

Impact: Children will know how to safely carry out a variety of balances, ways of travelling and rolls.

PSHE

Intent: to know how to stay healthy, to develop healthy friendships.

Skills, and Knowledge

Components Focus

- To identify good friend qualities,
- To use simple tools to solve conflicts
- To know the PANTS rule
- To know to say no.
- To know how to look after our health
- To know how to make healthy food choices.

Memory Facts/Transferable concepts:

To learn how to keep themselves healthy, and to understand boundaries about our bodies.

Key Vocabulary: friend, conflicts, PANTS rule, appropriate and inappropriate, healthy, diet, physical exercise, dental hygiene

Subject Composite: to be able to plan a healthy menu, and a poster about caring for themselves

Impact: children will have a greater understanding about caring for themselves and making healthy and appropriate choices.