

Castles and Coasts- Curriculum Driver

Year 1 Summer Term

Topic Question: who is responsible for keeping things and our world safe?

RE Question: Who do Christians say made the world?

Linked people of study: Grace Darling, Henry Trengrouse, David Attenborough, Pirates—Blackbeard, Ann Bonny, Lady Elizabeth Killigrew, Captain William Kidd
Linked texts: Mousehole cat, Secret Island. Poem to learn: Sand by Meish Goldish

Linked Music: Pirates—sing up, Going over the sea, Cornish songs—Trelawney, Cornwall our home, Going up Camborne Hill, Pirates of Caribbean soundtrack, Hornpipe

Trips/Visitors: RNLI life guard talk and workshop. Pirate visit from Cornish Archives, Pendennis Castle for topic launch, Beach Trip
Topic Composite/Finale: joint yr 1 music festival singing songs
Linked Prior Learning: EYFS: sun safety emergency vehicles, yr 1: caring for planet—looking after oceans.



History

Intent: To ask questions about the past to describe similarities and differences between past and now. Discuss historical events

Skills, and Knowledge

Components Focus

- Answer questions about the past using given sources with support. Eg photos/role play/artefacts to talk about the past
- Discuss significant historical events
- Know and understand terms past, present and future
- Use Describe some similarities and differences between life during a time in the past and life today.
- Discuss some significant historical events, people and places in his/her own locality

Memory Facts/Transferable concepts:

Learn about famous pirates, features of a castle,

Key Vocabulary:

Moat, keep, turrets and tower.

Subject Composite: build own castle out of recycling

Impact: to know how find out about the past. To know about historical figures and historical castles

Geography

Intent: To know about the 4 countries of the UK, to identify natural and human features on a map

Skills, and Knowledge

Components Focus

- To name and identify the 4 countries of the UK
- To compare similarities and differences with another area of the UK
- To describe features of the environment eg beach, cliff, coast, city, town, village
- To use simple fieldwork to study the geography of local area eg the school grounds.

Memory Facts/Transferable concepts:

Name and locate the four countries of the UK. To recognise features on a map.

Key Vocabulary: maps, country, key, England etc. UK,

Subject Composite: to make their own map of a local place/school grounds/or invented island with a key.

Impact: Children will be able to recognise symbols on a map and understand geographical features.

Science

Intent: To understand different materials have different purposes and properties

Skills, and Knowledge

Components Focus

- To distinguish between the object and the material
- To identify and name a variety of everyday materials
- To perform simple experiments, make relevant observations and ask simple questions as well as record results.
- Describe the physical properties of a variety of everyday materials
- Compare a variety of materials according to their properties.

Memory Facts/Transferable concepts:

Materials and objects are different and have different purposes.

Key Vocabulary: material, property, observation, describe, plastic, wood, fabric, stone and metal etc.

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

Impact: Children will understand the difference between materials and objects.

RE

Intent: to know who Christians say made the world, and how we should care for the world and why it matters.

Skills, and Knowledge

Components Focus

- Retell the story of creation and say what it says about God, creation and the world.
- Give at least one eg of how Christians say thank you to God for creation.
- Think, talk and ask questions about living in amazing world.
- Identify story about being unique and valuable.
- Give eg of how people can care for others, and why look after natural world.

Memory Facts/Transferable concepts: story of creation in Genesis:1

Key Vocabulary: creation, Genesis, Christian, Jew, Harvest,

Subject Composite:

To retell the story of creation through story/ art/ drama/music. To create a thank you event for eg school helpers—thank you cards, invitations cakes etc or create a fundraising event for charity.

Impact: to know why we (religious and nonreligious) should care for others and the world

Music

Intent: To compose and perform their own piece of music thinking about tempo and dynamics

Skills, and Knowledge

Components Focus

- Take notice of others when performing
- Make and control long/short sounds—duration
- Explore pitch—high and low, and make different sounds pitch, dynamics, tempo, timbre
- Make a sequence of long and short sounds, link to rainbow Pond frog and tadpole
- Clap longer rhythms
- Choose sounds to represent different things
- Provide opportunities to play tuned/untuned instruments

Memory Facts/Transferable concepts:

To know about dynamics, tempo, timbre and pitch.

Key Vocabulary: rhythm, tempo, dynamics, notes and pitch.

Subject Composite: Compose and perform a piece about the topic and using musical features to make it interesting eg dynamics.

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Art and Design

Intent: To draw what is in front of them.

Skills, and Knowledge

Components Focus

- Begin to draw what is in front of them
- Explore and understand the impact of materials including hard and soft pencils wet and dry paper, paint and ink.
- Show his/her ideas /imagination through drawing and painting
- Evaluate their work

Memory Facts/Transferable concepts:

Be able to use a pencil and a variety of other art materials

Key Vocabulary: pencil, paint, ink, observation,

Subject Composite:

To create a painting/collage using paints and ink linked to the topic—coasts

Impact:

Children will be able to use a variety of art materials to create a finished product

Design Technology

Intent: to use natural and man made materials to make a model/sculpture And to understand about healthy food.

Skills, and Knowledge

Components Focus

- To design a functional product with a purpose for themselves and others
- Design a product for a specific job
- Draw and label pictures of their design ideas
- Design and label pictures of their design ideas
- Discuss their ideas and explain their choices
- Understand which foods are healthy and which are treats, suggest healthy dishes
- Understand where some foods come from

Memory Facts/Transferable concepts:

To use tape and glue to make joins, and fold and tear and cut paper

Key Vocabulary: join, cut, fold, design, healthy, treats

Subject Composite:

Design and make a pirate boat, and pirate model with moveable legs.(split pins)

Impact: Children can create a model with moving parts.

Computing

Intent: To stay safe on the internet, to be able to create a document and add images.

Skills, and Knowledge

Components Focus

- To use different font sizes, colours and effects
- To select appropriate images to add to work
- Develop an awareness of appropriate language in an email
- Know what to do if they see something inappropriate online
- To know of IT uses for communication beyond school (facebook, email, zoom, video calls etc)

Memory Facts/Transferable concepts:

To understand how to change the appearance of a document and add a picture/image. To know what to do to stay safe online.

Key Vocabulary: image, text, font, safety, email

Subject Composite:

To create a document about pirates with an image

Impact: Children will be able to create document and change the appearance.

PE

Intent: To learn how to swim and develop ball skills

Skills, and Knowledge

Components Focus

- To climb out of pool unaided
- To submerge head and blow bubbles
- To move freely around pool for 5 metres and To travel with kicking action using floats 5m
- To throw a ball under/overarm and bounce pass
- Move into space to catch ball
- To stop a ball with hands/feet and pass it using hands/feet to a partner
- Develop athletic skills

Memory Facts/Transferable concepts:

To learn a variety of ball skills and confidence in the water

Key Vocabulary: ball, pass, throw, under/overarm, water, kick, floats, run, jump,

Subject Composite:

To compete in a variety of ball games, swim 5m with floats and compete in sports day

Impact: Children will know how to play ball games and be confident in the water and take part in sports day.

PSHE

Intent: to recognise we all have feelings. Staying safe online.

Skills, and Knowledge

Components Focus

- Recognise different feelings and how they make us feel.
- Identify who can help with feelings.
- Recognise people feel differently about things
- Be able to suggest things to help feel better
- Recognise how something online might make you feel
- Identify adults who can help with online problems.

Memory Facts/Transferable concepts:

To recognise that everyone has feelings and how they might feel better. To stay safe on line and know who to ask for help.

Key Vocabulary: feelings, online, **Subject Composite:**

Create Feeling characters, and an online safety poster/ writing/fact file.

Impact:

To understand their feelings and those of others and that these may vary. To know how to stay safe on line and who to ask for help