

Colours of Me — Curriculum Driver

Year R Autumn Term

Topic Question: How many colours are in our world?

RE Question: Why does Joseph have a coat of many colours? (Joseph)

Why does God make a rainbow? (Noah's Ark)

How is the star important in the birth of Jesus?

Linked people of study: Mondrian, Kandinsky, Jackson Pollock.

Linked texts: Little Red Hen, Brown Bear Brown Bear.

Linked Music: Who Built the Ark? I can sing a rainbow, Autumn Leaves, Big Red Combine Harvester, Boogie Beebies – Rainbow Sky, Colour Carnival –Cbeebies, Vivaldi - Autumn.

Trips/Visitors: Local – Autumn walk with Juniors, visiting Artist workshop – Falmouth Art Gallery./local artist.

Topic Composite/Finale: Art Gallery of Mondrian, Kandinsky and Pollock.

Linked Prior Learning: Build on from Over the Rainbow topic from Nursery 2.

Year 1 Future Learning Link: cold/hot colours with a link to Geography.



History: UW PC

Intent: To learn about themselves and their families, comparing how they are the same and different to each other and how they have changed. (Build on from Over the Rainbow topic covered in N2, develop historical vocabulary further in Year 1/2).

Skills, and Knowledge

Components Focus

- Put significant events in their lives in order.
- Begin to understand past and present.
- Ask questions to find out more about people or photographs.
- Voice own opinions and ideas.
- Historic Timeline: Events within living memory.

Memory Facts/Transferable concepts:

How people change over time as they grow older.

When producing the Subject Composite portrait—Recall basic colours: have an awareness of shades (crimson, turquoise).

Key Vocabulary: Past, present, future.

Subject Composite: Create own portrait and share baby photos with the class, using vocabulary to compare the past and how they have changed.

Impact: Children have an understanding of chronology and personal changes before exploring historical events further in KS1.

Geography: UW TW

Intent: To investigate the colours of nature around our environment. (Differences in environments to be taught more in-depth in Year 1 (hot/cold colours) and in physical features in Year 2).

Skills, and Knowledge

Components Focus

- Know differences and similarities between the local area and somewhere close.
- Understand seasons and weather in each season.
- Describe features of environment.
- Find features in school grounds/park.

Memory Facts/Transferable concepts:

Know the weather changes as the year changes (seasons – awareness of seasonal change).

Effects of autumn in the environment.

Recall basic colours – have an awareness of shades (crimson, turquoise).

Key Vocabulary: colours, autumn, seasons, changes, differences, similarities.

Subject Composite: Take part in an autumn park walk - collect colours from the natural world to create their own naturally coloured hat (double-sided tape collect and harvest).

Impact: Children will learn about the four seasons and begin to associate seasonal colours with the time of year.

Science: UW TW

Intent: To observe seasonal changes in the local environment. (Awareness of Autumn learnt about in N2. Observation and identification skills to be developed further in KS1).

Skills, and Knowledge

Components Focus

- Looks closely at similarities, differences, patterns and change.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

Memory Facts/Transferable concepts:

Know the weather changes as the year changes (seasons – awareness of seasonal change).

Effects of autumn in the environment.

Recall basic colours – have an awareness of shades (crimson, turquoise).

Key Vocabulary: colours, autumn, seasons, changes, differences, similarities.

Subject Composite: Take part in an autumn park walk - Seasons snapshot photograph (complete each term).

Impact: Children will learn about the four seasons and begin to associate seasonal colours and changes with the time of year.

RE: UW PC

Intent: To learn about the colours associated with stories and celebrations across faiths. (Build on N2 celebrations of festivals and develop further in Year 1 when comparing faiths).

Skills, and Knowledge

Components Focus

- Talk about a religious story.
- Talk about a religious symbol. (eg star at Christmas).

Memory Facts/Transferable concepts:

Have an awareness of how different cultures celebrate.

Make links to colours and their significance within stories like Joseph, Creation and Noah's Ark (N2 prior learning link and re-visited in the Summer term).

Key Vocabulary: colours, Diwali, Harvest, Christmas, Hanukah, celebrate, celebrations.

Subject Composite: To compare festivals of light during a Memory Scrapbook task, discussing similarities and differences. To compare celebrations across faiths to the Christian celebration of Christmas.

Impact: Children will be able to talk about a range of stories and celebratory festivals, with an awareness of symbolic colours and religious symbols such as the star at Christmas, the Diva Lamp for Diwali and the Menorah for Hanukah.

Music: EAD EMM

Intent: To learn how to talk about feelings when listening to music and to play a steady beat. PSED link. (N2 linked music—prior learning. To be developed further in KS1—hear and identify a pulse).

Skills, and Knowledge

Components Focus

- Explore singing at different speeds and pitch to create moods and feelings.
- Understand how to hold and play an instrument with care.
- Choose different instruments to create sound effects in play.
- Experiment performing songs and music together with body movements to a steady beat.
- Express feelings in music by responding to different moods in musical scores.
- Listen to music and respond by using hand and body movements.

Memory Facts/Transferable concepts:

Linked music listed above.

Talk about and identify how they feel when they listen to/play music and describe feelings and emotions.

Link to PSED work on feelings.

Key Vocabulary: beat, song, listen, feelings, instrument, tap, play, perform, move, dance.

Subject Composite: Music week rotation of activities:

Rainbow Pond scheme of work—Unit 1. Learn a song and tap/play the beat with spoons and instruments. Listen to Vivaldi "Autumn" and paint a picture about their thoughts. Play a listening game with instruments. Learn autumn songs—see linked music above.

Impact: Children will be confident to play a steady beat to music, using instruments, their bodies and art to express feelings to music.

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Art and Design: EAD EMM/BI

Intent: To learn about artists, how they use colour and their style of work. (Link to N2 Over the Rainbow topic. To be developed further in Year 1 with hot/cold colour work).

Skills, and Knowledge

Components Focus

- Use drawing, painting and sculpture with different materials.
- Develop and share their own imagination and experiences through art.
- Develop and use texture, colour, line, pattern, shape, form and space.
- Look at a range of work by different artists.
- Say whether they like or dislike it, begin to give reasons why.

Memory Facts/Transferable

concepts:

Recall basic colours – have an awareness of shades (crimson, turquoise).

Awareness of artists studied (Mondrian, Kandinsky and Pollack).

Key Vocabulary: colour, shades, tints, mix, primary colours, lines, splat, circles, pattern.

Subject Composite: Art gallery for parents to visit with their child, displaying all work created in the artist's styles.

Impact: Children will be able to compare artist's work and choose their favourite techniques to make further work. They will remember names for a wide range of colours and shades.

Design Technology: EAD EMM/BI

Intent: To learn about artists, how they use colour and their style of work. To learn to cook basic foods. (Link to N2 Over the Rainbow topic. To be developed further in Year 1 with hot/cold colour work).

Skills, and Knowledge

Components Focus

- Understand tools can be used for a purpose.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Understand concept of food hygiene and using cooking utensils safely.

Memory Facts/Transferable

concepts:

Recall basic colours – have an awareness of shades (crimson, turquoise).

Awareness of artists studied (Mondrian, Kandinsky and Pollock).

To have an awareness and aspire to the job of an artist by working with a local artist for half a term.

To learn about how to cook basic food and food hygiene, e.g. make bread—Literacy linked text.

Key Vocabulary: colour, shades, tints, mix, primary colours, lines, splat, circles,

pattern, cut, bend, fold, make.

Subject Composite: To create a finished product each week with the local artist, combining skills and linking to the Colour topic/RE festivals work. Topic themed cooking—bread for The Little Red Hen.

Impact: Children will aspire to the job of an artist and be confident to design and make their own products. They will be keen to cook and talk about healthy options.

Computing: UW T

Intent: To complete a simple programme on an iPad to make a picture and know how to keep safe. (Internet safety is developed throughout the school).

Skills, and Knowledge

Components Focus

- Use technology both within school and beyond.

Safety:

- Use technology respectfully and safely.
- Know who to talk to if they are worried.
- Begin to know that they need to talk to adults when using the internet.

Memory Facts/Transferable

concepts:

Know how to unlock and access an app on an iPad.

Recall basic colours – have an awareness of shades (crimson, turquoise).

Know who to talk to if they feel unsafe on the internet.

Key Vocabulary: unlock, iPad, app, paint, select, tap, erase/rub out, bin, brush tools, internet, safety, Hector's World.

Subject Composite: To create a firework themed picture using a paint app on an iPad—link to RE work on celebrations and art focus on colour. Watch and discuss episodes of Hector's World—how can we keep safe? Who can we talk to?

Impact: Children will be able to unlock an iPad and select an app to use for a purpose. They will be able to talk about keeping safe and how to get help if they need to when on the internet.

PE: PD MH/HSC

Intent: To be confident to move in a range of ways and to negotiate space. (Prior learning in N2 during movement sessions and to be developed in KS1 during games with tactics).

Skills, and Knowledge

Components Focus

- Join in with team games.
- Begin to understand what it means to defend / attack in a game.
- Begin to perform simple dance moves.
- Show some rhythm and control when moving.
- Feedback verbally to partner.

Memory Facts/Transferable

concepts:

How to find a space in the hall.

Start/stop instructions in PE.

How to work with a partner—say their name before passing an object.

How to be part of a team in a whole class game.

How to follow a simple choreographed dance.

How to dance to different styles of music with themes, e.g. firework sounds.

Key Vocabulary: move, space, change direction, walk, skip, jog, hop, jump, side step, gallop, tip toes, step, around, through, over, team, partner, object, control, pass.

Subject Composite: To take part in team games weekly with a Sports Coach and a teacher led lesson. To learn step-by-step dances and move to music using own ideas.

Impact: Children will be confident to move in a range of ways in their own personal space and as a partner or as part of a team.

PSHE: PSED

Intent: To be confident to speak to others about own feelings. (Prior learning in N2 about talking through problems as they occur. Positive feeling built through Year 1 Superheroes topic).

Skills, and Knowledge

Components Focus

- Confident to speak to others about own needs, wants, feelings, interests and opinions.
- Aware of the boundaries set and of behavioural expectations in the setting.
- Understands that their own actions affect other people.
- Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.

Memory Facts/Transferable

concepts:

Talk about and identify how they feel and describe feelings and emotions.

Begin to link colours to feelings and emotions e.g. feeling blue.

Link to how God may feel related to our behavioural choices—God may be 'yellow,' when we are happy he is happy, he may be red (cross) if we do something wrong.

Link to the film "Inside Out" and how the characters represent the girl's different feelings.

How the "forgiveness feet" can help when there is a problem to solve between people.

Key Vocabulary: feelings, happy, sad, angry, hurt, Forgiveness Feet.

Subject Composite: Use the class "feelings box" to show when they are feeling happy, sad or angry. Explain why they feel this way.

Impact: Children will be able to discuss their feelings, be aware of others' feelings and think about how they may be able to comfort or help.