

# Marvellous Mystery Tour — Curriculum Driver

**Year R Summer Term**

**Topic Question:** Why do people go on journeys?

**RE Question:** Why do people go on journeys?

**Linked people of study:** Train driver/conductor, lifeguard, vehicle inventor – link to Richard Trevithick

**Linked texts:** Lost and Found, The Train Ride.

**Linked Music:** We're all going on a summer holiday, We're walking on sunshine, Espresso train songs: Riding on a train, Down at the station, One more step along the world I go, Bingo Lingo book: Little Red Jeep chant.

**Trips/Visitors:** Local – Summer walk to park – photo under the same tree we have visited, St Ives train trip.

**Topic Composite/Finale:** Train ride to St Ives, pilgrimage to the church – invite parents.

**Linked Prior Learning:** Learning about Emergency vehicles and people who help us in Dragonflies Nursery (N2).

**Year 1 Future Learning Link:** Year 1 Superheroes and Castles and Coast topics.



## History: UW PC

**Intent:** To learn about the inventor and engineer Richard Trevithick. To learn about The Duke and Duchess of Cornwall and Cornish Saints. (Build on work on 'people who help us' in N2 and develop further in Year 1).

### Skills, and Knowledge

#### Components Focus

- Ask questions to find out more about people or photographs.
- Ask questions to find out more information.
- Begin to talk about why something has happened showing their understanding.
- Historic Timeline: Historic Cornwall, the place where I live.
- Historic Timeline: The Royal Family (link real royal family to fictional royal characters).
- Also see Development Matters and ELG/EXC descriptors.

### Memory Facts/Transferable concepts:

How people were and are important and teach us about their jobs.  
How vehicles have helped and changed the way we live.

**Key Vocabulary:** Past, present, future.

**Subject Composite:** Making vehicles to test on a ramp with different surfaces—UW TW/Science linked composite. Royal Tea Party. Church visit to learn about Saints—UW PC:RE linked activity.

**Impact:** Children have an understanding of people in the past and present and their importance, before exploring historical figures further in KS1.

## Geography: UW TW

**Intent:** To observe seasonal changes in the local environment. To compare environments. (Build on the seasonal focus this year. Observation and identification skills to be developed further in KS1. Cornwall's environment is a focus in Year 1).

### Skills, and Knowledge

#### Components Focus

- Know what a map is.
- Know that the world is made up of land and water.
- Know countries have a capital city.
- Understand seasons and weather in each season.
- Describe features of the environment.
- Find features in school grounds/park/beach trip.
- Also see Development Matters and ELG/EXC descriptors.

### Memory Facts/Transferable concepts:

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

Effects of summer in the environment.

How environments vary and how humans can affect them, e.g. park and Porthminster beach.

**Key Vocabulary:** summer, changes, environments, beach, park, differences, similarities, maps, city, land, water, Cornwall, St Ives, jungle, Polar region, sea, Space.

**Subject Composite:** Take part in a summer park walk—snapshot photo under tree to compare with other seasonal visit photos. Beach trip to St Ives to compare environments. Memory scrapbook—compare environments—tuff spot tray small world to explore. Make a Journey Stick in groups in our school grounds. Photo orienteering activity outside. Make directional and home-to-school maps.

**Impact:** Children will associate seasonal changes with the time of year and notices differences in environments. They will have an awareness of maps and their uses.

## Science: UW TW

**Intent:** To observe seasonal changes in the local environment. Make and test vehicles. (Build on the seasonal focus this year. 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.
- Also see Development Matters and ELG/EXC descriptors.

### Memory Facts/Transferable concepts:

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

Effects of summer in the environment.

Know about cause and effect— air powered vehicles and vehicles travelling on different surfaces.

How vehicles have helped and changed the way we live.

**Key Vocabulary:** summer, seasons, changes, differences, similarities, surfaces, vehicles, smooth, rough, bumpy, distance, air powered.

**Subject Composite:** Discuss the snapshot photos—what has happened to the tree? Make vehicles to test on ramps with different surfaces using construction materials—UW PC/History linked activity. Make straw rockets to test with air power (breath) - distance.

**Impact:** Children will associate seasonal changes with the time of year. They will explain why some things occur.

## RE: UW PC

**Intent:** To learn about why people in the Bible and Cornish Saints went on journeys. To learn about our School Values characters. To learn about christenings as a belonging ceremony. (Build on N2 coverage of stories such as Noah's Ark and further in Year 1—Cornwall as a spiritual place of enquiry).

### Skills, and Knowledge

#### Components Focus

- Talk about a religious story.
- Talk about some belonging ceremonies.
- Talk about their family.
- Say why their family is important to them.
- Also see Development Matters and ELG/EXC descriptors.

### Memory Facts/Transferable concepts:

Know that people in the Bible went on many journeys.

Know that Cornish Saints went on journeys and were important.

Have an awareness of different ceremonies, such as visiting the Church to learn about Christenings.

Know that our School Values characters can help and others.

**Key Vocabulary:** Noah's Ark, Jesus Calms the Storm, Jonah, Paul, St Piran, St Meriadoc, values, christening, Betsy, Percy, Frankie, Rufus, Gerald, Lizzie, love, faith, respect, forgiveness, perseverance, journeys.

**Subject Composite:** To learn about Bible stories involving journeys and Journeying Gerald meeting our 'values' characters each week. Church visit/pilgrimage (like Paul) to learn about Christenings and Saints.

**Impact:** Children will be able to talk about a range of stories about journeys, from the Bible, about Saints and our school values characters. To relate the values to their everyday lives.

## Music: EAD EMM

**Intent:** To listen carefully to music and different sounds, responding by copying and creating sounds, movement and producing art. (N2 linked music—prior learning. To be developed further in KS1— composition).

### Skills, and Knowledge

#### Components Focus

- Explore singing at different speeds and pitch to create moods and feelings.
- Discover how to use the voice to create loud and soft sounds. Sing echo songs and perform movements to a steady beat.
- Pat instruments to a steady beat.
- Explore the different sounds instruments make.
- Choose an instrument to create a specific sound, e.g to create music based on a theme like the seaside.
- Also see Musical Development Matters and ELG/EXC descriptors.

### Memory Facts/Transferable concepts:

Linked music listed above.

How the voice can be used in different ways. Sounds and instruments can be played to represent themes e.g combined to make sound stories.

How to tap instruments on the beat.

Link to CL/L work on stories.

**Key Vocabulary:** beat, song, listen, different sounds, instrument, tap, play, voice, themes.

**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 "Summer" and paint a picture about their thoughts. Play a 'beat' game like 'pass the spoon'. Compose a pattern to play. Learn summer songs—see linked music above.

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

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**Year 1 Future Learning Link:** Year 1 Superheroes and Castles and Coast topics.



### Art and Design: EAD EMM/BI

**Intent:** To learn about malleable materials and to use tools to make changes to them—Literacy link. RE link—Jonah Collage. Music link—painting to Vivaldi. (Link to N2 experience of Dough Disco. To be developed further in KS1 with explaining choices of materials used.

#### Skills, and Knowledge

##### Components Focus

- Malleable materials such as clay and dough.
- Develop and share their own imagination and experiences through art.
- Develop and use texture, colour, line, pattern, shape, form and space.
- Also see Development Matters and ELG/EXC descriptors.

#### Memory Facts/Transferable concepts:

How to use different materials, e.g clay with tools.

How tools can change materials.

How to make representations of stories with different materials and with the guided draw approach..

How music can give you ideas for artwork.

**Key Vocabulary:** clay, change, push, squeeze, poke, tools, patterns, shape, cut, roll, press, collage, ideas, thoughts.

**Subject Composite:** Make a clay tile of a train/vehicle theme from our linked text/beach transport. Use tools to make patterns and marks. Make a collage to capture thoughts on the Jonah story in RE. Decorate our class role-play/story-telling areas/topic doors with vehicles made. Music week activity—Vivaldi painting—thoughts about the music listened to.

**Impact:** Children will be confident to use malleable materials such as clay and tools to make changes and make their own products. They will respond to music and stories through artwork.

### Design Technology: EAD EMM/BI

**Intent:** To learn how to make vehicles to test. To learn to cook basic foods—UW/M links. (Link to N2 cooking and construction opportunities. To be developed further in Year 1 with cultural cooking and KS1 making changes to models/purpose).

#### Skills, and Knowledge

##### Components Focus

- 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.
- Also see Development Matters and ELG/EXC descriptors.

#### Memory Facts/Transferable concepts:

To learn how to construct with a range of materials to make vehicles to test. UW TW/Science link.

To adapt models after testing to improve them.

To learn about how to cook basic food and food hygiene, e.g make vehicle/Royal Tea Party themed items—Literacy linked text./RE: UW PC linked activity.

**Key Vocabulary:** colour, equipment, shape, changes, cooking, bake, stir, rub together, mix, roll, cutter, weigh, pattern, cut, bend, fold, make, test, change/adapt.

**Subject Composite:** Children to make their own vehicles using construction materials and test them on a ramp using different surfaces and in a distance breath test. Alter models/technique to make them travel better/further. To cook items to eat for an event—tea party.

**Impact:** Children will be confident to design and make their own vehicles, problem solving to make them the best they can be. They will be keen to cook and talk about changes and healthy options.

### Computing: UW T

**Intent:** To complete a simple programme on an Interactive Whiteboard use an iPad camera and know how to keep safe. (Link to UW TW work on environments. Internet safety is developed throughout the school).

#### Skills, and Knowledge

##### Components Focus

- Recognise common uses of information technology beyond school.
- 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.
- Also see Development Matters and ELG/EXC descriptors.

#### Memory Facts/Transferable concepts:

Know how to unlock access and use the camera app on an iPad.

Know how to complete 2SimpleCity game on Recycling—link to UW TW work.

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

**Key Vocabulary:** unlock, iPad, app, camera, Interactive Whiteboard, 2SimpleCity Recycling, drag, drop, exit, internet, safety, Hector's World.

**Subject Composite:** To complete the 2SimpleCity Recycling game on the IWB—link to UW TW work on environments. Use the iPad camera to record the Journey Stick activity and beach trip. Internet Safety —watch Hector's World, clips and discuss.

**Impact:** Children will be able to complete an IWB programme, unlock an iPad and select the camera 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 play team games. To develop balance, agility and coordination. (Prior learning in N2 during movement sessions and to be developed in KS1 during attack and defend games).

#### Skills, and Knowledge

##### Components Focus

- Jumps and lands appropriately.
- Join in with team games.
- Begin to understand what it means to defend / attack in a game.
- Also see Development Matters and ELG/EXC descriptors.

#### Memory Facts/Transferable concepts:

How to use the outdoor spaces for PE. Start/stop instructions in PE..

How to move in a range of ways, showing balance, agility and coordination.

How to throw, catch, kick and roll and aim with objects.

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

How to compete against others and to show good sportsmanship.

**Key Vocabulary:** move, space, throw, catch, roll, kick, aim, run, skip, compete, sports day.

**Subject Composite:** To use equipment in a range of ways confidently. To take part in team games weekly with a sports coach and a teacher led lesson. To compete in individual and team events at sports day and during MAT competitions.

**Impact:** Children will be confident to move in a range of ways, using equipment in their own personal space and as part of a team. They will show good Sportsmanship as part of our School Values work on Respect—RE: UW PC/PSHE: PSED work link.

### PSHE: PSED

**Intent:** To learn about the School Values Characters and relate them to their everyday lives (link back to feelings work) . (Prior learning in Nn1/2/Collective Worship with characters introduced and developed further in KS1).

#### Skills, and Knowledge

##### Components Focus

- Play co-operatively taking turns with others.
- Takes account of one another's ideas about how to organise their activity.
- Show sensitivity to other's needs and feelings and form positive relationships with adults and other children.
- They work as part of a group or class and understand and follow the rules.
- Also see Development Matters and EXC descriptors.

#### Memory Facts/Transferable concepts:

The School Values characters and what they represent—Percy Penguin, perseverance, Betsy Butterfly has Faith, Rufus Rhino is respectful, Frankie Falcon forgives, Lizzie Lioness is loving and Gerald is on a Journey of discovery to learn about these values.

Relate the values to themselves and others.

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

**Key Vocabulary:** Perseverance, faith, love, respect, forgiveness, forgiveness feet, values.

**Subject Composite:** Learn about a school value each week and relate the character to themselves and others. Celebrate our values each week in celebration assembly (throughout the year). Present values certificates at the end of the term—one per child in class.

**Impact:** Children will be able to talk about the school values, Gerald's Journey and relate to them personally and in terms of others. RE: UE PC linked impact.