

# Once Upon A Time — Curriculum Driver

**Year R Spring Term**

**Topic Question:** What changes do you notice?

**RE Question:** How do Jesus' stories help us make choices?

How many emotions are felt in the Easter Story? (link back to autumn term topic).

**Linked people of study:** Julia Donaldson, Jesus, Joseph Banks (botanist), Beatrix Potter (artist, author and botanist) - Chef, Botanist, Farmer, Priest, Artist, Author.

**Linked texts:** The Gingerbread Man, The Hungry Caterpillar.

**Linked Music:** Vivaldi – Spring, Johann Strauss II. Waltz: Tales of Vienna Woods., Julia Donaldson songs associated with stories – Snail and the Whale song, Peter Rabbit has a fly upon his nose, Primary Music – Jack and the Beanstalk songs BBC Teach.

**Trips/Visitors:** Local – Spring walk to park, Library Visit – Story Workshops.

**Topic Composite/Finale:** Gingerbread party – invite families in for shared family learning afternoon. Invite church community. Children to make and decorate own gingerbread character.

**Linked Prior Learning:** Listening to The Hungry Caterpillar in N2.

**Year 1 Future Learning Link:** Year 1 park trip for living things/seasonal changes, hatching caterpillars.



## History: UW PC

**Intent:** To learn about the author Beatrix Potter and how she was also an illustrator and Botanist. (Build on work on animals in N2 and compare artist styles from autumn term).

### 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 in the past were important and teach us about their jobs.

When producing the Subject Composite painting—Recall colour names from autumn topic: have an awareness of shades (crimson, turquoise).

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

**Subject Composite:** Paint watercolour flowers from observation in Art Books, using the careful and detailed style of Beatrix Potter.

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

## Geography: UW TW

**Intent:** To observe seasonal changes in the local environment, compare school to the park. (Build on last term's autumn focus. Observation and identification skills to be developed further in KS1).

### 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 winter and spring in the environment.

**Key Vocabulary:** autumn, winter, spring, bulbs, plants, shoots, roots, seasons, changes, differences, similarities.

**Subject Composite:** Take part in a winter and spring park walk - collect sticks to use to make our own stick people (Stick Man story link).

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

## Science: UW TW

**Intent:** To observe seasonal changes in school and the local environment. Grow our own plants. Experiment with materials. (Build on last term's autumn focus. 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 winter and spring in the environment.

Know about cause and effect (science experiments).

Have an awareness of what is needed in order to grow crops.

**Key Vocabulary:** colours, autumn, winter, spring, bulbs, plants, shoots, roots, seasons, changes, differences, similarities.

**Subject Composite:** Complete a memory scrapbook discussion about the things we have grown this term. Discuss the snapshot photos—what has happened to the tree? Discuss changes in our Gingerbread experiment with liquids.

**Impact:** Children will learn about the four seasons and begin to associate seasonal changes with the time of year. They will talk about what plants need to grow and name the parts. They will notice changes in materials.

## RE: UW PC

**Intent:** To learn about Jesus as a storyteller and celebrations across faiths. To learn about ceremonies such as a wedding. (Build on N2 coverage of stories Jesus told and develop further in Year 1—Was Jesus a hero?).

### Skills, and Knowledge

#### Components Focus

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

#### Memory Facts/Transferable concepts:

Have an awareness of how different cultures celebrate.

Have an awareness of different ceremonies, such as through The Scarecrow's Wedding story.

Know that Jesus was a storyteller and begin to talk about a religious story.

**Key Vocabulary:** The Good Samaritan, The Lost Sheep, The Two Sons, Chinese New Year, St Piran, Mothering Sunday, Easter, cross, Last Supper, Palm Sunday, Jerusalem, celebrate, celebrations.

**Subject Composite:** To learn about a ceremony weekly or a story Jesus told and discuss what he was teaching us about in his stories. Celebrate Chinese New Year and take part in typical festival activities. Prepare to celebrate Mothering Sunday and Easter by making cards and gifts. Attend Church services.

**Impact:** Children will be able to talk about a range of stories that Jesus told and celebratory festivals, with an awareness of symbolic religious symbols such as the cross at Easter.

## 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

- Choose different instruments to create sound effects in play.
- Investigate a variety of ways to create sound with different materials.
- Experiment performing songs and music together with body movements to a steady beat.
- Listen to different sounds (animal noise, water etc.) and respond with voice and movement.

#### Memory Facts/Transferable concepts:

Linked music listed above.

Sounds can be used to represent things, e.g animals, water and can be combined to make sound stories.

Link to CL/L work on stories.

**Key Vocabulary:** beat, song, listen, different sounds, instrument, tap, play, perform, move, voice, 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 "Winter/Spring" and paint a picture about their thoughts. Play a listening game like 'Sound Bath'. Compose a pattern to play. Learn spring 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 listened to.

## Colours of Me — Curriculum Driver

Year R Spring Term

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(link back to autumn topic)

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### Art and Design: EAD EMM/BI

**Intent:** To learn about malleable materials and to use tools to make changes to them— Literacy link. Music link—collage 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.

#### Memory Facts/Transferable concepts:

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

How tools can change materials.

How to make representations of characters, through 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, ideas, thoughts.

**Subject Composite:** Make a clay version of The Gingerbread Man character from our linked text. Use tools to make patterns and marks. Make a print of character using paint and label for our class gallery. Decorate our class role-play/story-telling areas/topic doors with characters made. Gingerbread party – invite families in for shared family learning afternoon. Invite church community. Music week activity—Vivaldi collage—thoughts about the music listen to.

**Impact:** Children will be confident to use malleable materials such as clay and tools to make changes to the material and make their own products. They will respond to music by expressing themselves through artwork produced.

### Design Technology: EAD EMM/BI

**Intent:** To learn how to make small and large scale constructions. 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.

#### Memory Facts/Transferable concepts:

To learn how to construct with a range of materials on a small and large scale.

To learn how to work as a group to make items, e.g a house—PSED link.

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

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

**Subject Composite:** Gingerbread party – invite families in for shared family learning afternoon. Invite church community. Children to make and decorate own gingerbread character. Make gingerbread biscuits, Chinese noodles, Hungry Caterpillars and Easter nests. Make large scale Hungry Caterpillar outside using PE equipment and construction materials. STEM week—Gingerbread houses—junk and large scale construction outside, beanstalks from the floor to a tray and with paper chains to reach a ceiling.

**Impact:** Children will be confident to design and make their own products and to work on a large scale, problem solving to make things fit. They will be keen to cook and talk about changes and healthy options.

### Computing: UW T

**Intent:** To complete a simple programme on an iPad or when using a programmable toy to make movements and know how to keep safe. (Internet safety is developed throughout the school), Algorithms are developed further in KS1.

#### Skills, and Knowledge

##### Components Focus

- Begin to understand what algorithms are.
- Begin to use some logic to predict what will happen next in a program.
- Begin to use technology to create simple programs.

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.

The functions of buttons on a BeeBot: clear, arrows for direction, go.

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

**Key Vocabulary:** unlock, iPad, app, BeeBot, instructions—Algorithm, buttons, clear, go, direction—forward, backwards, left, right, internet, safety, Hector's World.

**Subject Composite:** To create a set of instructions (Algorithm) for the BeeBot to follow on a story mat or in the garden theme app—link to CL/L work on stories with a beginning, middle and end. Internet Safety Week—watch Hector's World, clips/PowerPoint based on Fairy Tales and discuss.

**Impact:** Children will be able to use a robot/ 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.

### PE: PD MH/HSC

**Intent:** To be confident to move in a range of ways: over, under, around and through balancing equipment. To play team games. To create dances by following instructions. (Prior learning in N2 during movement sessions and to be developed in KS1 during gym lessons on sequence).

#### Skills, and Knowledge

##### Components Focus

- Show control when travelling.
- Show coordination on both floor and apparatus.
- Jumps and lands appropriately.
- 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.

#### Memory Facts/Transferable concepts:

How to find a space in the hall.

Start/stop instructions in PE.

How to use large equipment safely.

How to move in a range of ways.

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

How to follow a simple choreographed dance.

**Key Vocabulary:** move, space, under, around, through, over, pencil roll, egg roll, teddy bear roll, forward roll, shoulder stand, stretch, straddle sit, tuck, pike, team, partner, object, control, pass, dance.

**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 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 learn about the many emotions felt in the Easter Story (link back to autumn term topic) To be confident to speak to others about own feelings. (Prior learning in N2 about the Easter story and develop further in KS1).

#### Skills, and Knowledge

##### Components Focus

- Confident to speak to others about own needs, wants, feelings, interests and opinions.
- Understands that their own actions affect other people.

#### Memory Facts/Transferable concepts:

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

Remember the range of feelings shown in the Easter Story—Palm Sunday, The Last Supper, Easter Sunday.

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, jealous, angry, hurt, Forgiveness Feet.

**Subject Composite:** Look at a different part of the Easter Story each week and act out/Freeze Frame the emotions in the story, e.g wave arms and shout Hosanna when Jesus rode through Jerusalem on Palm Sunday. Continue to 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 identify emotions in the Easter Story and relate to their own feelings.