

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, Doctor.

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

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

Topic Composite/Finale: Story-telling afternoon – invite families in for shared family learning afternoon. Children to make and decorate own gingerbread house.

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

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

Talks about a wider range of occupations (farmer, artist, author, train driver, doctor etc).

Can identify similarities and differences between jobs.

Compare and contrast characters from stories, sharing similarities and differences.

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. Links to iPad/pastel follow ups (art/ computing).

Impact: Children have an understanding of people in the past and their importance.

Future Learning: exploring historical figures further in KS1.

Geography: UW

Intent: To use a simple map of the outdoor area to identify features and locate objects. To talk about how environments can be similar/different.

Skills, and Knowledge

Components Focus

Identifies features on a simple map (trees, house, river, mountain).

Can use maps to locate objects in 'real life'.

Use pictures to compare and contrast environments around the world.

Memory Facts/Transferable

concepts:

How to identify simple features on a map.

How to use a simple map in a familiar place.

How environments can vary around the world.

Key Vocabulary: maps, features, environments, differences, similarities.

Subject Composite: To complete a story-telling themed walk around the adventure playground, using a simple map to find Gingerbread Man characters and objects in locations. Discuss how story environments are the same and different, e.g The Gingerbread Man setting to the settings of Julia Donaldson books.

Impact: Children will be able to use a map for a purpose and notice how environments vary.

Future Learning: Map skills to be developed further in KS1.

Science: UW

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.)

Skills, and Knowledge

Components Focus

Talks about differences between materials and changes they notice.

Explores the natural world around them.

Begins to be aware of their 5 senses.

Begins to explain what their five senses are.

Can identify what you need to wear for each season and why.

Names and orders seasons.

Understand the effect of seasons on the natural world, discussing when and how things grow.

Can explain the life cycle of a butterfly.

Can say what plants need to survive.

Can talk about different life cycles.

Understands the need to respect and care for the natural environment and all living things.

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 scrap-book 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. Use Stick Man to track seasonal changes. Order life cycle images and record a video on iPads.

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..

Future Learning: Observation and identification skills to be developed further in KS1).

RE: UW

Intent: To learn about Jesus as a storyteller, multi-faith stories and celebrations across faiths. To learn about ceremonies such as a wedding. (Build on N2 coverage of stories Jesus told.

Skills, and Knowledge

Components Focus

Comments on images of familiar experiences (holidays, visiting the park, going to the dentist).

Can articulate what others celebrate and begin to explain.

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 and King and King stories.

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, Hindu story Ganesh, Jewish, David, Prophet Muhammad, 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.

Future Learning: Develop further in Year 1—Was Jesus a hero?

Music: EAD

Intent: To listen carefully to music and different sounds, responding by copying and creating sounds, movement and producing art. (N2 linked music—prior learning).

Skills, and Knowledge

Components Focus

Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones).

Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'.

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, pitch, dynamics, tempo, melody, actions, sequence, routine.

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.

Future Learning: To be developed further in KS1— composition.

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Art and Design: EAD

Intent: To learn to draw and paint with detail. (Link to N2 experience of drawing portraits).

Skills, and Knowledge

Components Focus

Can use thin brushes to add detail.

Can hold a paintbrush using a tripod grip.

CP: Create patterns or meaningful pictures when printing.

Draws with detail (bodies with sausage limbs and additional features).

Re-visit: Children are able to draw things that they observe.

Memory Facts/Transferable concepts:

How to draw people.

How to make representations of characters, through the guided draw approach.

How to paint with detail from observation.

Key Vocabulary: draw, paint, thin paintbrush, look, closely, carefully, detail.

Subject Composite: Make a detailed drawing of The Gingerbread Man character and use to make a printing stamp—produce and label for our class gallery. Decorate our class role-play/story-telling areas with characters made. Story-telling/songs afternoon— invite families in for shared family learning afternoon. Paint/pastel—plants from observations — Science/History.

Impact: Children will be confident to draw and paint from observation and to use thin brushes with some precision.

Future Learning: To be developed further in Year 1 with drawing woodland creatures.

Design Technology: EAD

Intent: To learn how to make small and large scale constructions. (Link to N2 construction opportunities.)

Skills, and Knowledge

Components Focus

Join items with glue or tape.

Join items in a variety of ways – Sellotape, masking tape, string, ribbon.

Knows how to improve models (scrunch, twist, fold, bend, roll).

Smooth, rough, bendy, hard, Weave (fine motor).

Builds models which replicate those in real life. Can use a variety of resources – loose part play.

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.

Key Vocabulary: colour, equipment, shape, changes, pattern, cut, bend, fold, make.

Subject Composite: Children to make and decorate own gingerbread houses. 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.

Future Learning: To be developed further in making changes to models/purpose).

Computing: UW

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

Skills, and Knowledge

Components Focus

Can play simple games on the Interactive Whiteboard by dragging and dropping items.

Children can independently change games or increase levels of difficulty on games.

Children can take photos on the camera.

Children can record videos on the camera.

Erases content and understands how to charge the cameras.

Children know what personal information is and know that it should not be shared online.

Memory Facts/Transferable concepts:

concepts:

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

Know how to use the video function of the iPad camera app.

The functions of buttons on the BeeBot app and how to make the difficulty level more challenging: clear, arrows for direction, go.

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

Key Vocabulary: unlock, iPad, app, video, BeeBot, instructions—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 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. Use video function on the iPad to record life cycle of the butterfly.

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.

Future Learning: Algorithms are developed

PE: PD

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. To use tools in cooking activities. (Prior learning in N2 during movement sessions and to be developed in KS1 during gym lessons on sequence).

Skills, and Knowledge

Components Focus

Dress and undress independently, but may still need help with small buttons and laces.

Throw tennis ball underhand at least 3 metres using trunk rotation and opposing arm/ leg movements.

Bounce and catch a large ball using two hands.

Run towards and kick a ball.

Walk along a low, wide balance beam.

Hold a controlled static balance on one leg.

Walk along a low narrow balance beam.

Hop up to 10 times on alternate feet.

Use scissors to cut paper in half.

Use a knife to cut soft food such as bananas and strawberries.

Spread using a knife.

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.

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

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, cooking, bake, stir, rub together, mix, roll, cutter, weigh.

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. Make gingerbread biscuits, Chinese noodles, Hungry Caterpillars and Easter nests.

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. They will be keen to cook and talk about changes and healthy options.

Future Learning: Cultural cooking in KS1, Attack and defend games in in Year 2, Gymnastic sequences in KS1.

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).

Skills, and Knowledge

Components Focus

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

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.

Future Learning: Develop further when learning about Easter in KS1.