

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: Polar Bear Polar Bear, 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

Intent: To learn about the inventor and engineer Richard Trevithick. (Build on work on 'people who help us' in N2).

Skills, and Knowledge

Components Focus

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

Can identify emergency situations and knows who to call, e.g lifeguards

Can identify similarities and differences between jobs.

Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.

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, **vehicles, changes,**

Subject Composite: Comparison of vehicles over time and sorting of pictures in to past, present, future, e.g modern electric train to steam train. Testing vehicles to test on a ramp with different surfaces—Science linked composite. Church visit to learn about Saints—UW:RE linked activity.

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

Future Learning: Exploring historical figures further in KS1, e.g explorers in Year 1.

Geography:

Intent: To visit the beach in St Ives and compare to other environments. To make maps of own locations for a purpose and explore the wider world through maps.

Skills, and Knowledge

Components Focus

Can briefly explain the difference between human and physical features.

Knows that we live in Camborne, which is in Cornwall. Cornwall is in England.

Knows that there are different countries in the world.

Begin to be aware that 4 countries make up the UK and can name at least 1 other country.

Begin to name the countries of the UK and at least 2 other countries.

Recognise some environments that are different to the one in which they live.

Talk about local environments (their road, the park, library).

Memory Facts/Transferable

concepts:

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

The UK is made up of 4 countries and the world has lots of countries.

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

Subject Composite: 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. The children will begin to remember that the UK is made of 4 countries (using actions and phrases) and have an awareness of other countries – use the class map to pinpoint linked text locations, e.g Poles Apart, Handa's Surprise.

Impact: Children will notice differences in environments. They will have an awareness of maps and their uses and begin to name countries.

Future Learning: Work on the countries in the UK and other countries through topic work in Year 1. Work on other environments in Year 2, e.g Space, Jungle.

Science: UW

Intent: To observe seasonal changes in the local environment. Make and test vehicles—will the boats float or sink? Build on the seasonal focus this year.

Skills, and Knowledge

Components Focus

Explore collections of materials, identifying similar and different properties.

Explores the natural world around them.

Begins to be aware of their 5 senses.

Explores and talks about forces (push and pull).

Explores non-contact forces (gravity and magnetism).

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.

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 summer in the environment.

Know about cause and effect—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, gravity.

Subject Composite: Discuss the snapshot photos—what has happened to the tree? Make vehicles in CP. 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. Make boats and test—push. Bun case parachute—gravity.

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

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

RE: UW

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).

Skills, and Knowledge

Components Focus

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

Knows that there are special places of worship.

Can name different religious venues - Church, Mosque, Mandir, Synagogue.

Knows why religious venues are special and who goes there.

Memory Facts/Transferable

concepts:

Know that people in the Bible and Cornish Saints went on many journeys.

Know that places of worship are special. 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, place of worship, 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, places of worship and our school values characters. To relate the values to their everyday lives.

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

Selects own instruments and plays them in time to music.

Can change the tempo and dynamics whilst playing.

Knows how to use a wide variety of instruments.

Beginning to write own compositions using symbols, pictures or patterns.

Sings in a group, matching pitch and following melody.

Sings by themselves, matching pitch and following melody.

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.

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

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.



Art and Design: EAD

Intent: To draw home to school maps with added details such as buildings and landscape features. Learn how to draw a train and compare work to artists' paintings about vehicles.

Skills, and Knowledge

Components Focus

Can independently select additional tools (stamps, rollers etc) to improve their painting.

Children are able to draw simple things from memory.

Children are beginning to draw self-portraits, landscapes and buildings/cityscapes.

Memory Facts/Transferable concepts:

How vehicles have helped and changed the way we live.

How work can be improved by using tools.

Key Vocabulary: draw, cities, tools, ideas, thoughts.

Subject Composite: To add buildings to own maps of home to school (Geography linked composite). Look at artists such as Monet (The Gare Saint-Lazare) and Seurat (La Mer à Grande Camp) discuss techniques used to create their pictures and experiment with tools to improve their own work in CP. Compare to Autumn term artist's techniques. Complete a guided drawing of a train.

Impact: Children will be able to evaluate their work and make improvements with additional tools. Children will be able to add detailed features to pictures.

Future Learning: Designing during the Year 1 Castles and Coasts topic.

Design Technology: EAD

Intent: To learn how to make vehicles to test—boats. Make a clay tile inspired by vehicles (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 secure boxes, toilet rolls, decorate bottles.

Improved vocab – flexible, rigid.

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

Re-visit: Manipulates clay (rolls, cuts, squashes, pinches, twists...).

Makes something that they give meaning to.

Makes something with clear intentions.

Memory Facts/Transferable concepts:

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

How tools can change materials.

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.

Key Vocabulary: colour, equipment, shape, changes, cooking, bake, stir, rub together, mix, roll, cutter, weigh, pattern, cut, bend, fold, make, test, change/adapt, clay, change, push, squeeze, poke, tools, patterns, shape, cut, roll, press.

Subject Composite: Make a clay tile of a train/vehicle theme from our linked text/beach transport. Use tools to make patterns and marks. Children to make their own boats using construction materials and test them in water. Alter models/technique to make them travel better/further.

Impact: Children will be confident to design and make their own vehicles and clay products, problem solving to make them the best they can be.

Future Learning: KS1 making changes to models/purpose.

Computing: UW (B25)

Intent: To complete a simple programme on an Interactive Whiteboard use an iPad camera and know how to keep safe. (Link to UW work on environments. 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 know what personal information is and know that it should not be shared online.

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 (Purple Mash)—link to UW 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.

Future Learning: Continue using iPads to access apps, such as Beebot and camera in Year 1 before using Chrome Books.

PE: PD

Intent: To be confident to play team games. To develop balance, agility and coordination. To learn to cook basic foods—UW/M links. (Prior learning in N2 during movement sessions).

Skills, and Knowledge

Components Focus

Can usually hit a target from 3.5 metres away using an overhand toss.

Catch a tennis ball from 1.5 metres using only hands.

Coordinate body to meet and kick a ball that is rolled to them from a short distance.

Use scissors to cut round a shape.

Cut using a knife.

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.

To learn about how to cook basic food and food hygiene, e.g journey themed items—Literacy linked text./RE: UW linked activity.

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. To cook items to eat for an event—journey.

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

Future Learning: To be developed in KS1 dur-

PSHE: PSED

Intent: To recap learning about the School Values Characters and relate them to their everyday lives - link to personal journey (link back to feelings work). (Prior learning in N1/2/Collective Worship)

Skills, and Knowledge

Components Focus

Think about the perspectives of others.

Manage their own needs.

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: Recap about the school values and relate the characters 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: UW linked impact.

Future Learning: Characters introduced and developed further in KS1—Worship leaders).