

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

Intent: To learn about themselves and 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)

Skills, and Knowledge

Components Focus

Can talk about past and upcoming events with their immediate family.

Can talk about members of immediate family in more detail.

Can discuss similarities and differences between people in their family.

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

Is able to discuss different occupations of family members.

Can identify similarities and differences between jobs

Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly).

Sequence family members, explaining who they are and the key differences between what they can/can't do.

Shares some similarities between characters, figures or objects.

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

Memory Facts/Transferable

concepts:

How people change over time as they grow older.

How people and families have similarities and differences.

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

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. Class discussion about stories set in the past and non-fiction books. Family pictures in RE—scribe why they are special.

Impact: Children have an understanding of chronology and personal changes.

Future learning: exploring historical events and use of vocabulary further in KS1.

Geography: UW

Intent: To talk about our homes and how they differ to homes around the world. Begin to see simple features on a map of the Little Red Hen/Rosie's farm.

Skills, and Knowledge

Components Focus

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

Can explain features of other homes.

Knows that different countries have different homes.

Can identify similarities and differences between homes in our country.

Can identify similarities and differences between homes in other countries.

Can articulate what daily life is like in our country.

Explains how life may be different for other children.

Makes comparisons between life for children in different countries.

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

Use pictures to compare and contrast environments around the world.

Memory Facts/Transferable

concepts:

Homes can have similarities and differences.

Maps can help us to find key features in an environment.

Key Vocabulary: homes, differences, similarities, environments, maps, daily life.

Subject Composite: Class discussion about stories and non-fiction books—comparing homes, environments and daily customs/routines around the world and link to the past. Map activity with our Literacy texts—The Little Red Hen and Rosie's Walk—direct Beebot around the farm set up. What do we see as we go around the map?

Impact: Children will understand that homes can be similar and different around the world and begin to use maps as a tool in their play.

Future Learning: Differences in environments to be taught more in-depth in Year 1 (hot/cold colours) and in physical features in Year 2.

Science: UW

Intent: To observe seasonal changes in the local environment and how they affect us. (Awareness of Autumn learnt about in N2.) Explore changes through cooking activities. Explore magnetism.

Skills, and Knowledge

Components Focus

Explore collections of materials, identifying similar and different properties.

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.

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.

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, emerald).

Cooking processes—melting—solid chocolate to melted chocolate.

Magnetism—repel, attract.

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

Subject Composite: Take part in an autumn park walk - Seasons snapshot photograph (complete each term). Make Autumn crown and discuss items collected. Take part in cooking activities linked to RE/Literacy. Group magnetism game—sort the colours and beat timer!

Impact: Children will learn about the four seasons and begin to associate seasonal colours and changes with the time of year. Children will learn that some materials are magnetic and what happens in cooking processes.

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

RE: UW

Intent: To learn about the colours associated with stories and celebrations across faiths. (Build on N2 celebrations of festivals)

Skills, and Knowledge

Components Focus

Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali".

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

Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas).

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

Developing positive attitudes about differences between people.

Can articulate what others celebrate and begin to explain.

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. Make Coconut Barfi for Diwali, Firework Biscuits and bread for harvest celebrations.

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.

Future Learning: develop further in Year 1 when comparing faiths).

Music: EAD

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).

Skills, and Knowledge

Components Focus

Sings in a small group.

Sings in a group, trying to keep in time.

Plays a given instrument to a simple beat.

Responds to music.

Talks about how music makes them feel.

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

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. Listen and watch people perform with musical instruments.

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

Future Learning: To be developed further in KS1—hear and identify a pulse.

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Art and Design: EAD

Intent: To learn about artists, how they use colour and their style of work. (Link to N2 Over the Rainbow topic.

Skills, and Knowledge

Components Focus

Able to mix primary colours to make secondary colours.

CP: Add white or black paint to alter tint or shade.

CP: Colour matching to a specific colour and shade.

Re-visit: Can use thick brushes.

Re-visit: Draws faces with features and draws enclosed spaces, giving meaning.

Re-visit: Draws potato people (no neck or body).

(Through RE): Draws bodies of an appropriate size for what they're drawing.

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. Also shared online.

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.

Future learning: To be developed further in Year 1 with hot/cold colour work).

Design Technology: EAD

Intent: To make 3D rocket models and Diva lamp decorations to help us celebrate.

Skills, and Knowledge

Components Focus

Use glue sticks and glue spatulas independently.

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

Adds other materials to develop models/pictures (tissue paper, glitter...).

CP: Builds simple models using walls, roofs and towers.

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

Memory Facts/Transferable concepts:

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

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

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

Key Vocabulary: colour, shades, tints, mix, primary colours, lines, splat, circles, pattern, cut, bend, fold, make, smooth, rough, bendy, weave.

Subject Composite: To create a 3D rocket model and a Diva Lamp, linked to RE work on celebrations. To create a finished product each week with the local artist, combining skills and linking to the Colour topic/RE festivals work.

Impact: Children will aspire to the job of a designer and be confident to design and make their own products.

Future learning: To be developed further in KS1—Year 2 designing a t-shirt end composite.

Computing: UW (B25)

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

Select brushes, colours and rubbers when drawing on paint software.

Use various tools such as brush, pens, stamps, erasers and shapes with support.

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

Children can take photos on the camera.

Children know to ask for help if needed.

Memory Facts/Transferable

concepts:

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

Know how to use tools, delete and charge 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

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

Skills, and Knowledge Components Focus

Re-visit: Copies basic actions.

Learns short routines, beginning to match pace.

Learns longer dance routines, matching pace.

Watches dances and performances.

Shares likes and dislikes about dances/performances.

Replicates dances and performances.

Put on shoes without fastening (may be on the wrong feet)

Pull zips up and down but may need help to manipulate shank

T-shirt and jumper on/ off independently but may be back to front. Pull up garments independently

Put on socks and shoes correctly.

Fasten zips independently.

Throw ball underhand.

Throw ball forward 3 metres in the air and use appropriate technique such as moving arms up and back using upper trunk rotation with arms and legs moving in opposition.

Hit 60cm target from 1.5 metres away with a tennis ball using underhand toss.

Catch a large ball between extended arms.

Catch a large ball by bringing arms into chest.

Bounce a large ball.

Direct kick to knock over a tower.

Walk towards and kick a ball.

Walk along a chalk line.

Jump forward, taking off and landing with 2 feet.

Hop on one foot 3 to 5 times.

Jump and turn in the air.

Use one handed tools- for example scissors to make snips in paper, hole punch etc

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 with a dance coach 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.

Future Learning: to be developed in KS1 during games with tactics).

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 (from DM):

See themselves as a valuable individual.

Build constructive and respectful relationships

Express their feelings and consider the feelings of others.

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 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.

Future Learning: Feeling and emotions work in Year 1.