

Voyage of the Mystery—Curriculum Driver

Year 1 /2 Autumn Term

Topic Question: Is it worth the risk?

Linked people of study: Walter Langley, Stanhope Forbes

Linked texts: The Little Boat (K Henderson), Paddington Bear, Nonsense Rhymes and Poems, Poems edited by Julia Donaldson, What is a Wombat?

Literacy Shed Unit—Something Fishy

Trips/Visitors: National Maritime Museum

Topic Composite/Finale: Family Shared learning, display of art work. KS1 Christmas Production

Linked Prior Learning: Reception- Superhero topic—real life heroes



History

Intent: Children will learn about the crew of the Mystery, understand why they left Cornwall and the difficulties they encountered on their journey to Australia.

Hooks from old learning (YR):

- Links to superheroes and people who do amazing things—explorers
- Links to the history of transport

Skills, and Knowledge

Components Focus

- To ask questions about the past with support
- To describe the similarities and differences between life in the past and now.
- To use a wide range of vocabulary relating to passing of time .
- To describe an artefact .

Sticky Knowledge:

- Know the key facts about the journey of The Mystery. (It took 116 days and the crew arrived in Melbourne on March 14 1855)
- Know about the Gold Rush in Australia in the early 1850s
- Know why people were leaving Cornwall

Key Vocabulary: Past, present, future.

Similarities and differences, voyage, adventurer, journey, industry

Subject Composite: To write an account of one of the crew.

Impact: Children have an understanding of the past and present and can start to ask questions to find out more. They understand some of the reasons why people leave home—migrate.

Hooks for new learning (Y3/4 Y5/6):

- Significant people in history in Superhumans
- Ordering events on a timeline—Invaders and Settlers
- Using secondary and primary sources—Invaders and Settlers, Ancient Egyptians , Ancient Maya, Stone Age and Iron Age
- Settlements—Stone Age and Iron Age, Invaders and Settlers
- History of transport—Invaders and Settlers
- Trading between different nations—Ancient Greeks
- Journeys , explorers and voyages— Vicious Vikings
- Local history—The Victorians

Geography

Intent: Children will be able to identify hot and cold places in the world– North and South Pole , Australia and the Equator. They will know the world has continents and oceans.

Hooks from old learning (YR):

- Human and physical features of the environment
- Mapping skills

Skills, and Knowledge

Components Focus

- Know the five oceans and seven continents.
- Compare hot and cold areas in the world and know where they are in relation to the equator, North and South Poles
- To use directional language (left, right, near, far)
- Compare features from one small area of the UK to geographical features of a chosen country.
- Use maps, atlases and globes to identify the UK and selected other countries

Sticky Knowledge:

- Know seven continents of the world
- Name the five oceans
- Know the locality of Antarctica and the equator and Poles
- Able to compare and contrast Cornwall and Australia

Key Vocabulary: continent, ocean, Antarctica, equator, directional language, Australia, North and South Pole

Subject Composite: Class debate—where would you rather live? Cornwall or Australia?

Impact: Children understand where the continents and oceans are in the world. They know about where they live and can compare it to living in Australia.

Hooks for new learning (Y3/4 Y5/6):

- The importance of the River Nile—Ancient Egyptians
- Land use in the UK, local industries—Superhumans
- Map skills and using Atlases—Invaders and Settlers, Ancient Maya, Earth Matters
- Human and physical characteristics— Ancient Maya
- Physical features of Greece—Ancient Greeks
- Directional language—The River Thames in The Victorians

Science

Intent: Children will understand different materials have different purposes and properties

Hooks from old learning (YR):

- Identifying materials and sorting materials for recycling

Skills and Knowledge Components Focus

- To distinguish between the object and the material
- To identify and name a variety of everyday materials
- To perform simple experiments, make relevant observations and ask simple questions as well as record results.
- Describe the physical properties of a variety of everyday materials
- Compare a variety of materials according to their properties.

Sticky Knowledge:

- All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons.
- Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties

Key Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through

Subject Composite: to conduct an experiment to compare purposes and effectiveness of different materials.

Impact: Children are able to sort materials and objects using a range of properties. They can choose an appropriate method for testing an object for a particular property . They can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"

Hooks for new learning (Y3/4 Y5/6):

- Pushes and pulls—Y3/4
- Studying types of rocks, solids, liquids and gases and changing state y3/4
- Properties and Changes in materials - burning, dissolving, conductivity in Y5/6
- Links to electricity and circuits in Y3-6

Music

Intent: Children will experience and perform a range of musical styles including old school hip hop and reggae. They will know how pulse, rhythm and pitch work together and be able to create a simple melody.

Hooks from old learning (YR):

- Learning songs by heart

Skills, and Knowledge

Components Focus

- Follow instructions when to sing/play an instrument
- To take part in singing
- To hear the pulse in music
- Know how sounds are created and changed.
- Opportunities to play tuned/untuned instruments
- Use voice in different ways.

Sticky Knowledge:

- Recognise different styles of music—old school hip hop and reggae.
- Know the names of instruments and notes they are playing

Key Vocabulary: pulse, tune, performance, unison, performance, tuned and untuned, improvise, improvisation, compose, composition, melody

Subject Composite: To learn songs to sing for an audience—Christmas Play, to play untuned instruments and listen to each other in the class

Impact: Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

Hooks for new learning (Y3/4 Y5/6):

- To build on previously taught skills from Charanga scheme
- Apply know skills to learning to play an instrument i.e. ukulele and glocks.

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Art and Design

Intent: Children will understand how an Aboriginal art dot painting is formed and be able to use and compare to techniques used in seascapes created by some of the Newlyn School of Artists.

Hooks from old learning (YR):

- Links to learning about different artists and art movements e.g. pop art, seascapes and making observational drawings
- Colour mixing in Superheroes Assemble and learning about tint and shade in On the Move topic

Skills, and Knowledge Components Focus

Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
Begin to draw what is in front of them.
Explore line and mark making in different ways.
Work with a variety of different brushes.
Explore a range of work by other artists, craft makers and designers.
Be able to give their opinion and say why they like/dislike the work of other artists. Use a piece of artwork as a starting point for their own work.
Begin to give reasons for choice of materials and colours.
Begin to look at different artists' work and attempt own interpretations of the style and technique. Continue to explore and be exposed to work by other artists and designers.

Sticky Knowledge:

- name artists who painted in the Newlyn School e.g. Walter Langley and Stanhope Forbes.
- name painting techniques e.g. wash, dab, dot, sweeping brushstrokes, splatter painting.
- name primary and secondary colours
- can describe Aboriginal paintings

Key Vocabulary: aboriginal art, texture, textile, fabric, artist, Newlyn School of Artists, primary, secondary, technique, tint, tone, line, pattern

Subject Composite: To create their own aboriginal style dot painting and their own seascape including figures and boats.

Impact: Children are able to identify different styles of art and how different techniques and colours are used effectively to create different effects. Children can use a variety of tools to create their own work.

Hooks for new learning (Y3/4 Y5/6):

- Links to artists and movements—Cave Art mixing colours
- Links to John Piper in Year 5 and 6
- Links to Georgia O'Keefe and Maria Sibylla—children develop skills in drawing and watercolour to create their own botanical illustrations

Design Technology

Intent: Children will design and make a moving picture

Hooks from old learning (YR):

- Making protective structures in Superheroes Assemble
- Making and testing real products—On the Move

Skills, and Knowledge Components Focus

Name the tools they are using and know how to use them safely.

Use given tools to cut, shape, join and finish products.

Explore different materials and components to find ways of joining materials.

Explore, investigate and use existing products. Say whether or not their product does the job it is supposed to. Explain why their product is good.

Design an appealing and functional product with a purpose for themselves and others.

Draw, and make notes on, their design ideas.

Explain what they are making, and what they will need to use.

Know which equipment is used for cutting, shaping, joining and finishing

Select from a range of materials and components depending on use.

Say why a product is good (or not) and what job it does Evaluate their product against their design criteria.

Explore different ways of joining similar materials together.

Sticky Knowledge:

- Know how to make levers, wheels, sliders and pop-ups

Key Vocabulary:

Cutting, joining, levers, wheels, score, fold, slider

Subject Composite: to design and create a moving picture to show the Voyage of the Mystery.

Impact: Children will be able to design a moving picture using a given criteria. They will evaluate their finished product.

Hooks for new learning (Y3/4 Y5/6):

- Designing packaging in Ancient Egyptians Y3/4 and in There is no Planet B Y5/6
- Designing bridges—The Victorians y5/6

RE

Intent: Children will learn about who is a Muslim and how they live. They will learn about why Christmas is important to Christians.

Hooks from old learning (YR):

- Links to learning about religious traditions e.g. Naming ceremonies, Christmas

Skills, and Knowledge Components Focus

Retell a religious story and talk about it.

Recall and name different beliefs and practices, including festival, worship rituals and ways of life.

Begin to ask questions about the faith communities in their school.

Think about the special things that happen to them and others.

Think about what is important to them and to other people.

Sticky Knowledge:

Recognise the words of the Shahadah and that it is very important for Muslims

the 99 names of Allah, and give a simple description of what some of them mean

stories about the Prophet show what Muslims believe about Muhammad

Know the Nativity story

Know who Jesus was

Key Vocabulary:

Shahadah, Quaran, Muslim, Allah, Christian, Nativity, prayer, belief

Subject Composite: Children visit a local church at Christmas and see the traditions and practices of a Christian tradition, Children perform the Nativity.

Impact: Children will understand the importance of key events in the Muslim and Christian faiths. Children develop empathy and see how different faiths care for others and teach others through rituals, stories and festivities.

Hooks for new learning (Y3/4 Y5/6):

- Links to learning about the Trinity
- Links to learning about traditions in Hinduism
- Links to the Easter story
- Links to Cornwall community life
- Links to festivals and worship for Muslims

Computing

Intent: Children will identify examples of technology – explain how examples of technology help us – recognise that a computer is an example of technology Look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.

Hooks from old learning (YR):

- Know about APPs for different purposes
- Using iPads to take photographs
- Using Bee-Bots and algorithms

Skills, and Knowledge Components Focus

- Identify a computer and its main parts

- Use a trackpad in different ways

- Use a keyboard to type

- Use a trackpad in different ways

- Use a keyboard to type

- Use the keyboard to edit text

- Move and resize images

Sticky Knowledge:

- To know how to switch on and log in to a computer

- Know the functions of the trackpad

- Know that writing on a keyboard is called typing

- Know how to type and save their work

- Know how to use technology safely

- Know how information technology benefits us

Key Vocabulary:

Computer, Log on, Trackpad, Keyboard, File, Open file, Arrow keys, Save file, Cloud

Subject Composite:

Create and save a file containing written text

Produce a poster containing an image of technology being used outside of school

Impact:

Children will learn the parts of a computer and develop the basic skills needed to effectively use a computer keyboard and trackpad. Their knowledge and understanding of technology and how they interact with it beyond school will have developed

Hooks for new learning (Y3/4 Y5/6):

- Use technology safely and respectfully
- Connecting computers y3/4
- Exploring the internet Y5/6

