

## Into the woods —Curriculum Driver

Year 1 /2 Spring Term

**Topic Question:** Do all living things need the same things to survive?

**Linked people of study:** David Attenborough ,Steve Backshall, Nick Baker and Michaela Strachan - CBBC Really Wild Show.

**Linked texts:** Hansel and Gretel, Jasper's Beanstalk, 'The Seed was Sleepy' choral speaking, There's a Tiny Caterpillar on a Leaf

**Trips/Visitors:** Tehidy Woods/ Crenver Grove, Feadon Farm, Screech Owl Sanctuary

**Topic Composite/Finale:** Year 1 and 2 joint Topic Assembly.

**Linked Prior Learning:** 'Let's Crawl topic' and learning about life cycles

**Future Learning Link:** What can we do to ensure there is enough for everyone? (Y6)



### Geography

**Intent:** Children will be able to name, locate and identify characteristics of the 4 countries of the UK , identify seasons in the UK and have knowledge of hot and cold areas of the world in relation to the equator and the north and south poles.

**Hooks from old learning (YR):**

- Exploring local outside environment (spring walk)
- Exploring seasons

**Skills, and Knowledge**

**Components Focus**

- Use some key vocabulary to describe features of the environment
- Use directional language
- Use simple fieldwork and observational skills to study geography of the locality
- Use maps, atlases and globes to identify the UK and selected other countries
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

**Sticky Knowledge:**

- To know where particular animals live and survive
- Know the hottest and coldest seasons in the UK
- Know weather symbols and their meanings
- Know and label; mountain, river, forest, beach

**Key Vocabulary:** beach, cliff, coast, city, town, village, equator, north, south, left, right, near, far

**Subject Composite:** Create a weather forecast for two different countries in the UK

**Impact:** Children can identify and locate different areas in the UK and their characteristics. They can identify seasons and have knowledge of hot and cold areas in relation to the equator.

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

- Children look at countries outside the UK—Egypt
- Pupils locate cities of the UK (Y3)
- Children use atlases/ globes to locate countries in Europe
- Children find out about Greece—it's physical geography and climate

### Science

**Intent:** Children will explore a local woodland and Investigate animals and plants living in the woodland.

**Hooks from old learning (YR):**

- Links to topic 'let's crawl
- Life cycle of butterfly
- Seasonal changes

**Skills and Knowledge**

**Components Focus**

- Identify and name a variety of common wild and garden plants
- Identify and describe the basic structure of a variety of common flowering plants including trees
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe what plants need to grow
- Identify that most living things live in habitats to which they are suited
- Identify and name a variety of plants and animals in their habitats,
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

**Sticky Knowledge:**

- Know the difference between evergreen and deciduous trees
- Know the parts of a flowering plant
- Know lifecycle of a seed and tadpole
- Know what plants need
- Know definition of carnivore, herbivore, omnivore

**Key Vocabulary:** roots, stem , leaves, flowers, petals, fruit, seeds, bulb, evergreen deciduous, evergreen, omnivore, herbivore, carnivore, habitat, food chain

**Subject Composite:** To conduct an experiment of growing plants in different conditions. To create a food chain (using paper chains)

**Impact**

**Plants:** Children understand what plants need to grow, observing and describing the process. They can identify a variety of wild and garden plants.

**Habitat:** To know that most living things live in a habitat to which they are suited. To have an understanding of how animals obtain their food.

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

- Pupils identify that animals, including humans need the right types of nutrition to survive (Y3)

### Music

**Intent:** Children will be able to use their voice expressively and creatively by singing songs. They will be able to play tuned and untuned instruments musically.

**Hooks from old learning (YR):**

- Learning songs by heart
- Finding the pulse and beat

**Skills, and Knowledge**

**Components Focus**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Sticky Knowledge:**

- To know how sounds are made and changed
- To identify texture in sound

**Key Vocabulary:**

Beat, pitch, rhythm, tone, texture, dynamics (volume, tempo (speed).

**Subject Composite:** To learn songs to sing for an audience. To play instruments (in groups) to the class.

**Impact:** Children are able to sing together as a group and perform . Pupils can play a tuned or untuned instrument musically.

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

- To build on previously taught skills from Charanga scheme
- Children will learn Egyptian songs which they will sing together (Y3/4)
- Whole class will learn how to play the ukelele/glock (Y6)

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**Linked Prior Learning:** Let’s Crawl topic’ and learning about life cycles



### Art and Design

**Intent:** Children will draw and create a collage of ‘Birds in nature’

**Hooks from old learning (YR):**

- Explored mark making
- Primary and secondary colours
- Using one handed tools (scissors)

**Skills, and Knowledge Components Focus**

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Sticky Knowledge:**

- Define what a collage is
- Information about a key artist (Mark Herald, Ansel Adams)

**Key Vocabulary:** collage, technique, sculpture, texture

**Subject Composite:** To draw and create a collage of a bird

**Impact:** Children know about the work of a range of different artists. Children are able to use a range of materials to create a collage. Children will be able to draw and paint, sharing their ideas and imagination.

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

- Children make accurate observational drawings and use a range of drawing and painting techniques (Y3/4)
- Pupils develop skills in drawing and water colour (Y5/6)

### Design Technology

**Intent:** Design a chair for Goldilocks and the three bears

**Hooks from old learning (YR):**

- Created bug hotels using various materials

**Skills, and Knowledge Components Focus**

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures exploring how they can be made stronger, stiffer and more stable.

**Sticky Knowledge:**

- To know how to make a structure stronger, stiffer and more stable .

**Key Vocabulary:**

Function, construct, evaluate, textiles, structure, stronger, stiffer, stable

**Subject Composite:** To design a chair for Goldilocks and the Three Bears.

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

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

- Pupils focus on 3D design in art ((Y3/4)
- Pupils build a function catapult (Y3/4)
- Children design a scale model seat (Y6)

### RE

**Intent:** Children will learn why Easter is important to Christians

**Hooks from old learning (YR):**

- **Unit on why Easter is important to Christians**

**Skills, and Knowledge Components Focus**

- Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible
  - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
- Sticky Knowledge:
- To know three examples of how Christians show their beliefs about Jesus’ death
  - To know the definition of salvation and incarnation.

**Key Vocabulary:**

Christian, incarnation, salvation, bible, Easter

**Subject Composite:** Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.

**Impact:** Children will understand the importance of Easter to the Christian community.

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

- Links to Cornwall community life
- Links to festivals and worship for Muslims

### Computing

**Intent:** Children will create a digital painting. Pupils will take photos in/of nature.

**Hooks from old learning (YR):**

- Using iPads to take photographs

**Skills, and Knowledge Components Focus**

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Sticky Knowledge:**

- Recognise how ICT is used beyond school.
- To Know what to do if they see something inappropriate online. According to schools E-safety policy and acceptable use policy.

**Key Vocabulary:**

Digital painting, technology, nature, store

**Subject Composite:**

Take photos in/of nature.  
Produce a digital painting.

**Impact:**

Children will be able to using technology to create, organise, manipulate and save a digit painting related to nature. Children will understand how to stay safe online.

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

- Use technology safely and respectfully (Y3,4,5,6)
- Pupils will learn about the ‘worldwide web’ and design their own website (Y3/4)
- Pupils will record and edit short videos (Y6)

