

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)

