

Castles and Coasts—Curriculum Driver Year 1 /2 Summer Term

Topic Question: Who is responsible for keeping us safe?

Linked people of study: Grace Darling, Henry Trenrouse, David Attenborough

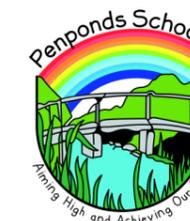
Linked texts: Sally and the Limpet by Simon James, Flotsam by David Wiesner, Somebody Swallowed Stanley by Sarah Roberts & Hannah Peck, Alba The Hundred Year Old Fish Lara Hawthorne

Trips/Visitors: Pendennis Castle for topic launch, Kresen Kernow Library, RNLI talk, Ocean school SAS

Topic Composite/Finale: Year 1 and 2 family beach clean, Create a video for beach safety

Linked Prior Learning: EYFS topic On The Move- sun safety, beach cleans, map skills and types of transport.

Future Learning Link: Romans and Anglo-Saxons (Y 3/4)



History

Intent: Children will learn about castles and looks at similarities and differences between life in the past and now.

Hooks from old learning (YR):

- Transport now and in the past

**Skills, and Knowledge
Components Focus**

- To describe the similarities and differences between life in the past and now
- To describe an artefact
- To discuss some significant historical events, people and places in his/her own locality
- To know some of the ways that we can find out about the past with support

Sticky Knowledge:

- To know the parts of the castle - Tower, moat, battlements, portcullis, drawbridge., barbican
- To know that Pendennis Castle (in the locality) is in Falmouth
- To know that Pendennis Castle was built by Henry VIII to defend the country against invasion.

Key Vocabulary: Past, present, future, tower, moat, battlements, portcullis, drawbridge, barbican, castle

Subject Composite: To build and label a castle (junk modelling style)

Impact: Pupils know facts about Pendennis Castle. Pupils are able to label the parts of a castle and have an understanding of the difference between the past and present.

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

- Pupils learn what happened in the period of time from the Romans to the Anglo-Saxons in Britain (Y3/4)

Geography

Intent: To identify and describe key features of an environment (e.g. city, town) and name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Hooks from old learning (YR):

- On the move—map skills, different places YR.

**Skills, and Knowledge
Components Focus**

- Name, locate and identify characteristics of the 4 countries of the UK and the surrounding seas
- Use some key vocabulary to describe features of the environment
- Use simple fieldwork and observational skills to study geography of the locality.
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
- Construct basic maps using symbols in a key.

Sticky Knowledge:

- To know that the 4 countries within the UK—England, Scotland, Wales, NI
- To know vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village)

Key Vocabulary: beach, cliff, coast, city, town, village

Subject Composite: Pupils create a map showing features surrounding Pendennis castle e.g. house, farm, port, harbour, village

Impact: Children understand the key features of an environment. They know the countries in the UK.

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

Science

Intent: To identify and classify different types of animals and learn about their diets. To find out about the parts of the human body

Hooks from old learning (YR):

- Superheroes—our bodies, Let's Crawl—habitats, growth (YR)

Skills and Knowledge Components Focus

- To classify animals by their features
- To learn about the different diets animals eat
- To learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation

Sticky Knowledge:

- To know the five senses—hear, taste, smell, touch and sight
- To know and label all of the parts of the body
- To classify animals: mammals, fish, birds, reptiles and amphibians.

Key Vocabulary:

- Senses, hear, taste, smell, touch, sight, mammals, fish, birds, reptiles, amphibians, classify, mammals, herbivore, omnivore, carnivore

Subject Composite: Share and classify the living things that pupils may find at the beach (after beach trip)

Impact: Pupils are able to identify and classify different types of animals and know the difference between carnivore, herbivore and omnivore. They will know the parts of the human body

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

- Children will name key body parts and how they function. They will know how to stay healthy and create a healthy lifestyle (Y3/4)
- Pupils identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y5/6)

Music

Intent: To be able to sing with expression and confidence. Pupils will learn to play a range of instruments, following a beat.

Hooks from old learning (YR):

- Learning songs by heart
- Recognise the rhythm in a song

**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 that "Live music" is music, played by human beings in a real time.
- To know that recorded music means any sound comprised of instrumental music or song, or a combination, produced and generated by a speaker, loudspeaker, radio, television, tape, record player,

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

Subject Composite: To play untuned instruments to another class (or record for parents)

Impact: Children can sing with expression and confidence. Pupils are able to play a range of instruments, following a beat.

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

- To build on previously taught skills from Charinga scheme

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Art and Design

Intent: Children will learn about the artist Barbara Hepworth and how to make sculptures in clay and soap

Hooks from old learning (YR):

- Pupils have lots of opportunity to manipulate objects (i.e. dough disco for developing hand muscles)

Skills, and Knowledge Components Focus

- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Define what a sculpture can be
- To know information about a key artist
- Manipulating clay using fingers and tools.
- Be able to give their opinion and say why they like/dislike the work of other artists.

Sticky Knowledge:

- To know that Barbara Hepworth was a sculptor who has a studio and sculpture Garden in St Ives
- To know that sculpture is an art form made in three dimensions. Sculptors use four basic processes - carving, modelling, casting, constructing - to create their works.

Key Vocabulary: sculpture, clay, pattern, texture, line, shape, form, three dimensional (3D), carving, modelling, casting, constructing.

Subject Composite: To create their own sculpture related to the beach

Impact: Children know who Barbara Hepworth is and the work which she creates. Pupils understand what a sculpture is and are able to create their own using a range of techniques.

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

- Links to artists and movements—Cave Art
- Pupils create a sculpture of this using mod roc, wire and foil (y3/4).

Design Technology

Intent: Children will design make and evaluate a mini banquet. To include menu, placemat and food.

Hooks from old learning (YR):

- Pupils discuss healthy diets in PE

Skills, and Knowledge Components Focus

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from
- Understand what a healthy and varied diet is.
- Explain what they are making, and what they will need to use.
- Select and name a range of tools and equipment
- Evaluate their product against their design criteria.

Sticky Knowledge:

- To know that food comes from plants or animals
- To know that a banquet is a formal large meal or feast

Key Vocabulary:

Healthy, diet, varied, hygiene, formal, feast, banquet, prepare, plants, animals, evaluate

Subject Composite: to create a 'castle style' banquet

Impact: children will be able to select and prepare appropriate food for a banquet, alongside a menu and placemat.

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

- Pupils create a healthy smoothie (Y3/4)
- Pupils make a Greek style salad (Y5/6)

RE

Intent: Pupils will learn about what good news Christians believe Jesus brings

Hooks from old learning (YR):

- Pupils learn about Jesus through the story of the nativity
- Pupils learn that the Church is the Christian place of worship

Skills, and Knowledge Components Focus

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Sticky Knowledge:

- To know that Christians believe that Jesus is the son of God
- To know that Jesus gave instruction to people of how to behave

Key Vocabulary:

Jesus, forgiveness, peace, charity, confession, Christians, gospel, good news

Subject Composite: Pupils will create a mind map, giving two examples of ways in which Christians follow the teachings studied about forgiveness and peace,

Impact: Recognise that Jesus gives instructions to people about how to behave

Computing

Intent: Children will be able to move a robot, using algorithms

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

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Sticky Knowledge:

- To know that an algorithm is a list of rules to follow in order to solve a problem
- To know that algorithms need to have their steps in the right order

Key Vocabulary:

Algorithms, order, right, left, forwards, backwards, instructions, programs, technology

Subject Composite:

To move a robot using algorithms

Impact:

Children will learn what algorithms are and use technology to create their own algorithms

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

- Explores the concept of sequencing in programming through Scratch (Y3/4).

