

Me and My Community —Curriculum Driver

Year Reception Autumn 1 Term A

Topic Question: What communities do I belong to?

Linked people of study:

Linked texts: Starting School by Janet and Allan Ahlberg, The Lion and the Mouse by Mairi Mackinnon, I am Too Absolutely Small for School (Charlie and Lola) by Lauren Child, The Wolf Who Wouldn't Go to School (Whiffy Wilson) by Caryl Hart, Friends by Eric Carle

Trips/Visitors: Walk around the school community

Topic Composite/Finale: Go to the beach to see the things that you have been learning about in real life.

Prior Learning Topic:

Future Learning Topic: School days yr 1/2 year A,

Understanding the World

Intent: Children will learn what community means

Hooks from old learning:

Skills and Knowledge Components Focus

Sticky Knowledge:

What community means

What communities they belong to

Key Vocabulary: community, group, unique, routine

Subject Composite: Children will use photos taken on their walk around the school to identify the people and places around the school on a floor book page.

Impact: Children will have an understanding of the term 'community' and know which communities they belong to.

Hooks for new learning (Yr 1/2) School days

Expressive Art and Design

Intent: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Hooks from old learning:

Skills and Knowledge Components Focus:

Mixed paints to make different colours

Sticky Knowledge: How to mix primary colours to make different colours

Key Vocabulary: thick, thin, straight, zig-zag, curvy and dotty.

Subject Composite: Children to mix paints to make a different colours

Children to work pairs to mix paint on their hands to make different colours

Impact:

Hooks for new learning (Yr 1/2):

Line and shape in Rain and sun rays

Observational drawing of a flower in Flower head

PE- PD

Intent:

To learn to listen to instructions, move in a variety of different ways and make some gymnastic shapes.

Hooks from old learning:

Skills and Knowledge Components Focus:

Listen to instructions

Moving in a variety of different way

Use some gymnastic shapes

Sticky Knowledge:

To listen to and follow instructions

To move in a variety of different ways

To form some gymnastic shapes

Key Vocabulary: stop, freeze, go, jog, tuck, pike, straddle, dish, balance, control, roll, log roll, egg roll, dish roll.

Subject Composite: Children will learn different gymnastic shapes and movements.

Impact:

To roll over into next half terms learning.

Hooks for new learning (Yr 1/2): Gymnastics basic skills, fundamentals basic skills.

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to?

Computing

Intent: General skills

To be able to turn on an iPad and login to Purple Mash successfully

Hooks from old learning:

Skills and Knowledge Components Focus

Children know to ask for help if needed.

Sticky Knowledge:

To unlock the iPad.

To open the app and login to Purple Mash.

Key Vocabulary: unlock, iPad, app, select, tap, erase, delete, internet, safety

Subject Composite: To learn how to use the iPads, learning how to find the Purple Mash app and how to login using their own personal login details.

Impact: Children will be able to unlock an iPad and select an app to use for a purpose. Children will be able to login to their Purple Mash account.

Hooks for new learning: All Purple Mash throughout the school

PSHE: PSED

Intent: Children will know how it feels to belong, recognise and manage their feelings and consider the feelings of others.

Skills, and Knowledge

Sticky Knowledge:

To learn how to recognise and manage feelings.

To understand why it is important that we use gentle hands.

To know that we all have rights.

Key Vocabulary: feelings, excited, nervous, anxious, gentle, rights,

Subject Composite: to make a poster to share with others about children's rights.

Impact: To be able to understand their feelings. To know about rights and responsibilities.

Hooks for new learning (Y1/2): Being me in my world Autumn term

RE

Intent - To know that Christians believe that God created our world.

Hooks from old learning-

Skills and Knowledge Components Focus

Think about the wonders of the natural world, expressing ideas and feelings

Say how and when Christians like to thank their Creator

Talk about what people do to mess up the world and what they do to look after it.

Key Vocabulary: God, Christians, creation, religion, beliefs

Subject Composite: To make a creation story wheel

Impact: As children learn about our world throughout this topic, they will learn how Christians believe God created all that they are learning about

Hooks for new learning (Y1/2): who Christians believe made the world.

Music

Intent: To listen and respond to different styles of music while exploring pulse, rhythm, pitch and voices.

Skills and Knowledge Components Focus

Enjoys listening to music.

Sings in a group, trying to keep in time.

Knows some words when singing.

Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...).

Key Vocabulary: : beat, pulse, song, rhyme, rhythm, listen, instrument, glockenspiel, play, perform, move, dance

Subject Composite: Create a video of a range of songs performed by children in unison with the use of actions and instruments.

Impact: Throughout the term, children will learn a range of songs and will join in with musical activities that embed pulse, rhythm, and pitch, explore voices and classroom instruments. Children will share and perform the learning that has taken place.

Hooks for new learning (Y1/2): Children continue to learn a range of songs. They will begin to learn the history and language of music. They will begin to play instruments alongside songs that they have