

Together with love we can inspire, discover and thrive

Starry Night —Curriculum Driver

Year Reception Spring 1 Term A

Topic Question: What happens when we go to bed?

Linked people of study:

Linked texts: Whatever Next! And Peace at Last By Jill Murphy, Owl Babies by Martin Waddell, How to Catch a Star by Oliver Jeffers

Trips/Visitors: Potential visit by Screech Owl Sanctuary

Topic Composite/Finale: Children to share what they have learnt with their Year six buddies.

Prior Learning Topic:

Future Learning Topic: Magnificent Monarchs—Animal survival Yr. 1/2 year A,

Understanding the World

Intent: Children will learn what nocturnal animals are and some example of nocturnal animals

Hooks from old learning:

Skills and Knowledge Components Focus

Children to go on a hunt for nocturnal animal (pictures)

Sticky Knowledge:

That nocturnal animals come out at night. They will be able to name some nocturnal animals.

That it is dark at night, the side of the Earth facing away from the Sun, out towards space, is darker and colder.

To be able to identify some features of an owl and a bat

Key Vocabulary: nocturnal, echolocation, talon

Subject Composite: Children will draw pictures of an owl and a bat and label the features. Children will go on a hunt around the classroom to find nocturnal animals (pictures). The children will learn that it is dark at night, the side of the Earth facing away from the Sun, out towards space, is darker and colder.

Impact: Children will know about nocturnal animals, being able to name some. The children will understand that it is dark at night as the sun cannot be seen.

Hooks for new learning: (Yr 1/2) Magnificent monarchs- Animal survival

Expressive Art and Design

Intent: Use primary and other coloured paint and a range of methods of application.

Hooks from old learning: Me and my community

Skills and Knowledge Components Focus:

Mixing white paint to a colour makes a lighter colour.

Mixing black paint to a colour make the colour darker.

Sticky Knowledge: They will discover how to make different shades by adding white or black paint to a paint colour.

Key Vocabulary: mixing, lighter, darker, shades

Subject Composite: the children can use the shades of paint to paint patterns and pictures.

Impact: Children will know how to make different shades of paint

Hooks for new learning (Yr 1/2):

Mix it

PE- PD

Intent:

To learn different skills needed to play a PE game

Hooks from old learning:

Fundamentals in Autumn term

Skills and Knowledge Components Focus:

Listen to instructions

Bounce a ball and pass a ball into a target

Listen to instructions and move in different ways with control

Use the skills learn to play a PE game

Sticky Knowledge:

To listen to and follow instructions

To move in a variety of different ways with control

To bounce and pass a ball into a target

Key Vocabulary: stop, freeze, bounce, pass

Subject Composite: Children will learn different skills needed to play a PE game

Impact:

To use the skills learnt to play a PE game

Hooks for new learning (Yr 1/2): Games

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Computing

Intent: Maths skills

To use a program on the ipad to secure knowledge of numbers to 10

Hooks from old learning:

Skills and Knowledge Components Focus

Children will use their knowledge of number to aid in their learning on the ipad

Sticky Knowledge:

How to unlock the iPad.

How to open the app and login to Purple Mash.

To use maths games to secure knowledge of number

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

Subject Composite: To learn how to use the ipads, using maths games to secure number knowledge

Impact: Children will be able to unlock an iPad and select an app to use for a purpose. Children will be able to use games on the ipad to embed number knowledge

Hooks for new learning: All Purple mash throughout the school

PSHE: PSED

Intent: Children will how to overcome challenges. They will know how to set goals and work towards them.

Skills, and Knowledge

Children will learn how to persevere when faced with a challenge

Sticky Knowledge:

To learn how overcome a challenge.

To understand why it is important not to give up when things are tricky.

To know how to set goals and work towards achieving them.

Key Vocabulary: challenge, persevere, goals achieve

Subject Composite: to make a poster to show what they are good at.

Impact: To be able to understand we need to work at achieving goals that we set and not to give up when faced with a challenge.

Hooks for new learning (Y1/2): Dreams and goals

RE

Intent – To know how infants are welcomed into different faiths.

Hooks from old learning– Why the word 'God' is so important to Christians

Skills and Knowledge Components Focus

To know how an infant is welcomed into the Christian faith

To know how an infant is welcomed into the Islamic faith

To know how Hindus celebrate their siblings

Key Vocabulary: Baptism, Muslim, Hindu, Raki, Raksha Bandhan

Subject Composite: To act out a baptism

Impact: As children learn about how infants are welcomed into different faiths they will notice the similarities.

Hooks for new learning (Y1/2): What does it mean to belong to a faith community

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.

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

Subject Composite: Perform a range of songs performed by children in unison with the use of actions.

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. 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 learnt, they will play from note names before being introduced to notation.