

Movers and Shakers — Curriculum Driver

Year 1/2 Autumn Term

Topic Question: Who has made a difference?

Linked people of study: Christopher Columbus

Topic Composite/Finale: Great explorer fact file.

Prior Learning Topic: Long ago (EYFS), toys from the past (EYFS).

Future Learning Topic: Ancient Civilisations (3/4), World War II (5/6)

Linked texts: The Three Little Pigs,
Trips/Visitors: Woodland Walk

History

Intent: to learn about significant people from the past.

Hooks from old learning (YR): Long ago, toys from the past.

Skills and Knowledge Components Focus: Name a significant person, what they did and what their impact was.

Skills and Knowledge Components Focus

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Learn about events beyond living memory that are significant nationally or globally.

Learn about significant historical events, people and places in their own locality.

Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Sticky Knowledge: Name a significant person, what they did and what their impact was.

Key Vocabulary: significant people, explorer, activist, Dawson's model.

Subject Composite: Children will be able to express their opinions about significant historical figures and how they have impacted the world.

Impact: Children will understand that throughout history, significant people have influenced the world with their ideas/beliefs/commitment to change.

Hooks for new learning (Y3/4 and 5/6): (Y3/4 and 5/6): Life (A), Invasion (A), Romans (power and rule) (B).

Geography

Intent: to develop an understanding of different geography skills and know what a geographer might do.

Hooks from old learning (YR): knowledge of what is in our village.

Skills and Knowledge Components Focus: Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork

Skills and Knowledge Components Focus

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Name and locate the world's seven continents and five oceans.

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Sticky Knowledge: know the seven continents and five oceans of the world.

Key Vocabulary: human and physical features, map, direction, location, continents, oceans, globe, hot and cold places, equator.

Subject Composite: Children will create their own map of the world and be able to name and locate the seven continents and five oceans.

R.E.

Autumn 1-Intent: Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

Autumn 2-intent: In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different world views to consider.

Skills and Knowledge Components Focus:

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Autumn 1 & 2- Hooks for new learning-Year 6 Christians and what would Jesus do?

Autumn 1 & 2

Sticky Knowledge: A1 & 2 Children can talk about Matthews story. Who did Jesus choose to be his followers? What was the good news that a Christian might say Jesus brought to Matthew?

Key Vocabulary: Christians, disciples, peace, forgiveness, tax collector, prayer & apostles.

Science

Intent: The children will understand the difference between an object and what it is made from. They will be able to identify different materials and describe their properties. They will investigate the physical properties of different everyday materials and compare them based on this.

They will work scientifically and collaboratively to investigate the properties of different materials and they will share their findings with their classmates. Furthermore, they will ask questions about their investigations to support their understanding. They will work in a hands-on way to make observations and record them to suggest answers to questions.

Hooks from old learning (YR): understanding of the world—the natural world.

Skills and Knowledge Components Focus

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Working scientifically- Identifying and classifying, Pattern seeking, Comparative tests, Research

Sticky Knowledge: name an object and the material(s) it is made from.

Suggest a use for different objects.

Describe the properties of a material.

Key Vocabulary: materials, objects, wood, plastic, metal, glass, rock, uses.

Subject Composite: investigate magnetism to design a magnetic treasure game.

Impact: we will know what objects are made from and which materials can be used. We will understand that some materials are magnetic.

Hooks for new learning: Y5/6 properties and changes of materials.

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Art and Design

Intent: to know what primary and secondary colours are.

Hooks from old learning: (YR) self-portrait.

Skills and Knowledge Components Focus

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn 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.

Use a range of materials creatively to design and make products. explore and be exposed to work by other artists and designers.

Key Vocabulary: primary colours, secondary colours, mix, artist, technique, hue

Subject Composite: Create a topic-related piece using different hues of primary and secondary colours.

Impact: children will have the knowledge and increased confidence to mix the required secondary colours from primary colours to produce their own pieces, independently.

Hooks for new learning: (1/2) royal portraits. (5/6) shades, tints and tones

Design Technology

Intent: This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe.

Hooks from old learning: (YR) Build it, and current science unit (materials).

Skills and Knowledge Components Focus:

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Evaluate their ideas and products against design criteria.

Explore and evaluate a range of existing products.

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).

Understand where food comes from.

Use the basic principles of a healthy and varied diet to prepare dishes.

Key Vocabulary: design, make, criteria, masher, fork, spoon, tongs, grater, sharp knife, peeler, hygiene

Subject Composite: Children will follow a recipe and prepare a dessert, using selected tools.

Impact: Children increase their knowledge of food sources and understand how certain foods need preparation.

Hooks for new learning: Y5/6 Sow, Grow Farm - soups

Computing

Intent: Purple Mash

The children will understand that they have their own login and can access their saved work using this. They will understand that their teacher can also access their saved work and leave messages for the children to read. They will become familiar with some of the simple icons when saving and retrieving stored work.

Hooks from old learning: (EYFS) workspace area on purple mash.

Skills and Knowledge Components Focus:

To log in safely.

To learn how to find saved work in the Online Work area and find teacher comments.

To learn how to search Purple Mash to find resources.

To become familiar with the icons and types of resources available in the Topics section.

To start to add pictures and text to work.

To explore the Tools and Games section of Purple Mash.

To learn how to open, save and print.

To understand the importance of logging out.

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.

Key Vocabulary: online safety, login, username, password, icon, save retrieve

Subject Composite: Children will learn to login safely and access their saved work using their own login details.

Impact: They will know how to navigate their own work area on Purple Mash and develop their understanding of saving and retrieving their own work using simple icons.

Hooks for new learning: (Y3/4 and Y5/6) online safety and effective searching.

Music

Intent: listen to and explore songs that celebrate South African music, recognising features of this type of music.

Hooks from old learning: Yr R-Listen and respond to different music. (YR, Y1, Y2) To build on previously learnt skills from the Charanga scheme.

Skills and Knowledge Components Focus:

use their voices expressively and creatively by singing songs and speaking chants and rhymes
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

Key Vocabulary: beat, pace, rhythm, pulse, compose, instruments, patterns, improvise.

Subject Composite: group end of unit performance to the class including the children's own compositions within the song.

Impact: Children are able to sing together as a group and perform. They are able to use their voices and instruments for different effects. The children will be able to identify style indicators for this genre of music.

Hooks for new learning: future Charanga units where style indicators for specific types of music are identified.