

Our childhood —Curriculum Driver

Year 1/2 Autumn Term

Topic Question: What was it like to be a child in the 1950s?

Linked people of study: Queen Elizabeth II.

Topic Composite/Finale: We will create our own knowledge organiser all about our learning.

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

Linked texts: Little red riding hood, Dogger.

Trips/Visitors: Truro museum artefacts. Trip to Truro cathedral.

Future Learning Topic: World war II (5/6)



History

Intent: to learn about how life has changed since the 1950s. The children will develop their knowledge of what the past is and how life has changed over time. They will identify how they have changed from a baby.

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

Skills and Knowledge Components Focus

Year 1

Put things in order significant to themselves.

People, photographs, personal opinions and facts.

Vocabulary: Past , present, future.

Year 2

Offer opinions and facts about sources with some reasoning.

Explore a particular event and question if/how it affected people.

Language specific to topic (e.g. mummified)

Sticky Knowledge: Give an example of how childhood has changed from the 1950s. Give an example of a significant event that happened in the 1950s.

Key Vocabulary: past, then, present, now, decades,

Subject Composite: Children will create a knowledge organiser for the topic using key information that they have learnt during the topic.

Impact: Children will have a good knowledge of what the past is and will be able to make comparisons between what it is like to be a child today and what it was like in the 1950s.

Hooks for new learning (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

Year 1

Use some key vocabulary to describe features of the environment. (e.g. beach, cliff, coast, city, town, village).

Know the world has continents and oceans.

Use directional language (left or right, near or far).

Year 2

Know the 5 oceans and know the seven continents.

Identify seasonal and daily weather patterns in the UK.

Know hot and cold areas in relation to the equator and the North and South Poles.

Sticky Knowledge: know the seven continents 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 globe of the world and be able to name and locate the seven continents of the world.

Impact: Children have a good knowledge of what geography is and understand different features of the world.

Hooks for new learning (Y3/4 and 5/6): inter-connected world and our planet, our world.

R.E.

Intent:

Autumn 1: Creation - Who made the world?

The children will learn about the creation story (genesis) and will develop their understanding of what Christians and Jewish people believe.

Autumn 2: Incarnation - Why does Christmas matter to Christians? The children will learn about the significance of the story of Jesus' birth and they will develop their understanding of why this is a special time of year for Christians.

Skills and Knowledge Components Focus

Autumn 1

Hooks from old learning (YR): where do we belong?

Year 1-Retell a religious (eg Christian, Hindu etc) story and talk about it. Think about what is important to them and to other people.

Think about the special things that happen to them and others.

Year 2- Ask and respond to questions about why religious communities do different things.

Retell a religious story and suggest meanings to some religious and moral stories.

Autumn 2

Hooks from old learning (YR): which places are special and why?

Year 1- Retell a religious (eg Christian, Hindu etc) story and talk about it.

Year 2- Retell a religious story and suggest meanings to some religious and moral stories.

Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.

Sticky Knowledge: A1: retell the creation story, recognising key events that took place on different days.

A2: retell the story of Jesus' birth and give an example of why Jesus is important to Christians.

Key Vocabulary: Christmas, Jesus, Christianity

Subject Composite: S1— artwork linked to the creation story to display in the classroom. Harvest festival celebration—giving thanks to God. S2— class nativity.

Impact: S1—children will have a greater understanding of what the creation story teaches us about Christian and Jewish beliefs. S2—children will understand the significance of the story of the birth of Jesus and what it means to Christians.

Hooks for new learning: (Y3/4 A) - what do Christians learn from the creation story? What is it like to follow God?

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

Year 1

Ask simple questions when prompted

Make relevant observations

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Year 2

Identify and Classify

Use their observations and ideas to suggest answers to questions

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

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, properties.

Subject Composite: children will investigate the properties of different materials for bunting to decorate the KS1 playground.

Impact: Children will be able to describe the different properties of materials and compare and group them.

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Art and Design

Intent: to create a classroom gallery of different portraits and understand the different techniques used to create an image.

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

Skills and Knowledge Components Focus

Year 1

Use a piece of artwork as a starting point for their own work.

Work with a range of paints including powder, ready mix and block.

Use a range of tools (sponges, fabric) to begin to experiment with texture.

Year 2

Begin to look at different artists' work and attempt own interpretations of the style and technique.

Continue to explore and be exposed to work by other artists and designers.

Key Vocabulary: portrait, collage, composition, form, subject, facial feature, texture.

Subject Composite: Create a self-portrait inspired by the artwork we have explored.

Impact: Children can use different techniques to create portraits.

Hooks for new learning: (1/2) royal portraits.

Design Technology

Intent: the children will learn about the purpose of shelters and their materials. They will name and describe shelters and design and make shelter prototypes. The children will then evaluate their completed product and suggest improvements with their peers.

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

Skills and Knowledge Components Focus

Year 1

Design a product to do a specific job.

Design a functional product with a purpose for themselves and others.

Draw and label pictures of their design ideas.

Discuss their ideas and explain their choices.

Year 2

Use a set of criteria to aid the design process.

Key Vocabulary: design, make, criteria, materials, permanent, temporary.

Subject Composite: Make a model of a shelter.

Impact: Children know the purpose of shelters and can identify materials that are suited to the use.

Hooks for new learning: (Y3/4) Greenhouse, (Y5/6) Architecture.

Computing

Intent: Purple Mash

Online safety: The children will learn about the importance of keeping safe online. They will learn about their login details and passwords and understand the importance of keeping these private and also logging out of different programmes.

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

Skills and Knowledge Components Focus

Year 1

Select appropriate images to add to work.

Recognise how ICT is used beyond school.

Know what to do if they see something inappropriate online.

According to schools Esafety policy and acceptable use policy.

Year 2

Know what personal information is and why they need to keep it private.

Use technology safely and respectfully.

Key Vocabulary: online, safety, login, password, menu, save, log out.

Subject Composite: Children will create their own avatar for their Purple Mash account. They will develop their 'My Work' area on Purple Mash.

Impact: Children will know how to log in safely and why it is important to keep their personal login information private. They will know how to navigate their own work area on Purple Mash and develop their understanding of saving their own work.

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

Music

Intent: Children will learn how to improvise and compose their own short piece of music within a rap.

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

Year 1

Follow instructions on how and when to sing/play an instrument.

Hear the pulse in music.

Hear different moods in music.

Take part in singing.

Make a sequence of long and short sounds with help (duration).

Clap longer rhythms with help.

Provide opportunities to play tuned/ untuned instruments.

Year 2

Perform in an ensemble with instructions from the leader.

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.

Hooks for new learning: (Y3/4)