

Sunshine and Sunflowers — Curriculum Driver

Year Reception Summer 1 Term A

Topic Question: What do seeds and plants need to grow?

Linked texts: The Secret Sky Garden by Linda Sarah, Errol's Garden by Gillian Hibbs, My Butterfly Bouquet by Nicola Davies, Jump and Shout! by Mike Dumbleton

Trips/Visitors: Visit to the Eden Project,

Topic Composite/Finale: Invite parents into school to share the children's learning with them and to see the plants that the children grown.

Future Learning Topic: Plant parts yr 1/2 year A and Plant survival yr 1/2 year B,

Understanding the World

Intent:

Children will learn the basic parts of a plant and what a seed/plant needs to grow.

Hooks from old learning: Starry night (EYFS Spring)

Skills and Knowledge Components Focus

Children will plant a sunflower seed and care for it as it grows

Children will learn the basic parts of a plant

Children will learn how to stay safe in the sun

Sticky Knowledge:

The life cycle of a butterfly

Plants need air, sunlight, warmth, water and nutrients from soil to grow.

Parts of a plant include the roots, stem, leaves, flowers and petals.

Key Vocabulary: sunlight, nutrients, larva, chrysalis, roots, stem, leaves, flowers and petals.

Subject Composite: Children will learn the simple parts of a plant. Children will plant a sunflower seed and learn what it needs to grow and how to care for it. Children will learn the life cycle of a butterfly. Children will learn how to stay safe in the sun.

Impact:

Children will know the parts of a plant and what a plant needs to grow.

Children will know the life cycle of a butterfly.

Children will know how to stay safe in the sun.

Hooks for new learning: (Yr 1/2) plant parts and plant survival

Expressive Art and Design

Intent:

To learn about artists, how they use colour and their style of work. To create a piece of flower/garden art.

Hooks from old learning: Starry night

Skills and Knowledge Components Focus:

Creates their own piece of art and gives meaning.

Children are beginning to draw still life and landscapes.

Sticky Knowledge:

An awareness of some famous artists such as Kandinsky

Key Vocabulary: landscape, still life, shades, print, splatter, splodge, dab.

Subject Composite:

Each child will create a piece of art to show a plant, flower or landscape.

Each child will produce a piece of pressed flower clay art.

Impact:

Children will have an awareness of some famous artists such as Kandinsky.

Hooks for new learning (Yr 1/2):

Observational drawing of a flower in Flower head

PE- PD

Intent:

To run, jump and throw at different speed and in different directions.

Hooks from old learning: EYFS Throwing Autumn

Skills and Knowledge Components Focus:

Jumps will jump and land in different ways

Throws with accuracy

Sticky Knowledge:

To move and run in different ways and at different speeds.

To jump and land in different ways.

To throw a beanbag accurately over a distance.

Key Vocabulary: run, agile, sideways, balance,

Subject Composite:

Children will learn different skills needed to compete in sports day.

Impact:

To practice and partake in sports day.

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

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Computing

Intent: Understanding the world :

To find out information using the Purple Mash programme on the iPad.
To complete a simple programme on an iPad to make a picture

Hooks from old learning: EYFS Purple Mash computing from previous terms

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.

To find information on simple city about the zoo, vets and farm.

To make a simple picture using Purple Mash on the iPads.

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

Subject Composite: To explore the zoo, vets and farm in simple city on Purple Mash, creating pictures on the Purple Mash app on the iPad.

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 and use simple city to find information and to make simple pictures.

Hooks for new learning: All Purple mash throughout the school

PSHE: PSED

Intent: To know how to be a good friend. To understand how to solve friendship problems when they occur and to know how to treat others with respect.

Skills, and Knowledge

Components Focus- From Birth to 5 (Stage 5/6)

Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions.

Is increasingly flexible and cooperative as they are able to understand other people's needs, wants and behaviours.

Talks about their own and others' feelings and behaviour and its consequences.

Can describe their competencies, what they can do well and are getting better at: describing themselves in positive but realistic terms.

Sticky Knowledge:

To know how to make friends and not be lonely.

To know some ways to solve problems and stay friends.

To know how to be a good friend.

Key Vocabulary: Relationship, family, belong, resolution

Subject Composite: children to make a picture frame for their family pictures, children to think about being a good friend whilst playing games with others, children to draw pictures of what makes them feel happy.

Impact: Children will understand what make a good friend and can use this behaviour in their play.

Hooks for new learning (Y1/2): Relationships Summer term

RE

Intent - To recognise that religious people have places that are special to them. Children to recall learning about the font in their learning about baptism in the spring term.

Hooks from old learning- Visit to Truro Cathedral in Autumn 2

Skills and Knowledge Components Focus

Can name different religious venues - Church and Mosque.

Knows why religious venues are special and who goes there

Knows that there are differences between what people believe

Key Vocabulary: sacred, church, mosque

Subject Composite: To make models of a church and a mosque, look at the similarities and differences between these places of worship.

Impact: Children will be able to recognise places which are special to them and places which are special to religious people

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

What makes some people and places sacred in Cornwall

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. Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...). Plays a given instrument to a simple beat. Selects own instruments and plays them in time to music

Enjoy singing a variety of songs alongside actions in unison from memory. To distinguish between low-pitched and high pitched sounds. To be able to clap a rhythm. To move to the pulse of music. To be able to add pitched notes to the rhythm of words or phrases in a song. To be able to identify notes C, D and E on a glockenspiel.

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

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. In the Summer term children will begin to explore notes C, D and E on a glockenspiel. They will enjoy experimenting with 2 note and 3 note patterns.

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 continue to play instruments alongside songs that they have learnt, they will play from note names