

## Curriculum Driver

EYFS and Year 1 Summer Term 2022

### Topic Question:

Do you like to be beside the seaside?

**Linked people of study:** Local Artist

**Linked texts:** Lighthouse keepers lunch by David Armitage, Flotsam by David Wiesner, Seaside poetry, The big book of blue by Yuval Zommer

**Trips/Visitors:** Tate Gallery/Beach Trip

**Topic Composite/Finale:** Shared Learning Afternoon– Invite parents for a picnic and share beach leaflets.

**Linked Prior Learning:** Building on children's 'Understanding the World EYFS

**Year 2 Future Learning Link:** Habitats, Comparing UK to another country

**Who were the pirates of the Cornish Coast?**

### Geography

**Intent:** To identify Cornwall on a map and name local beaches. To be able to identify key features of a beach.

#### Skills, and Knowledge Y1:

- Know the world has continents and oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

#### Skills and Knowledge EYFS

- Draw information from a simple map.

#### Sticky Knowledge Y1:

- I know that a continent is a large area of land on Earth.
- I know that an ocean is a large area of sea.
- I know that the four countries of the UK are; England, Northern Ireland, Scotland, Wales
- I know that London is the Capital of England
- I know that Edinburgh is the capital of Scotland
- I know that Cardiff is the capital of Wales
- I know that Belfast is the capital of Northern Ireland

#### Sticky knowledge EYFS

- I know that the world is made up of land and water
- I know that you will find different things in different places.

**Key Vocabulary:** beach, cliff, coast, continent, sea, ocean, Earth, United Kingdom, England, Wales, Northern Ireland, Ireland, Wales, capital cities, London, Cardiff, Edinburgh, Belfast, Spring, Summer, Autumn, Winter, Land, Sea, same, different, map, beach, park, village, town, weather, changes, world,

**Subject Composite:** Visit to a local beach. Beach sculpture, rock pooling.

**Impact:** Children are able to identify geographical features using key vocabulary.

### Science

**Intent:** To have a good understanding of a variety of animals including those found at the beach and in the sea. To have a good understanding of seasonal changes.

#### Skills, and Knowledge Components Focus Y1:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Observe changes of the 4 seasons across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies.

#### Skills, and Knowledge Components Focus EYFS:

- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them.
- Explore the natural world around them
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them

#### Sticky Knowledge Y1:

- I know that mammals give birth to live young and are warm blooded.
- I know that a fish is cold-blooded and breathes underwater using gills.
- I know a bird is warm blooded, lays eggs and has wings, feathers and a beak.
- I know reptiles are cold blooded, lay eggs and have scales.
- I know amphibians are cold-blooded, lay eggs, and live on land and water. They can breath underwater through gills.
- I know vertebrates are animals that have a backbone.
- I know that invertebrates are animals that do not have a backbone.
- I know that animals that only eat meat are carnivores.
- I know that animals that only eat plants are herbivores.
- I know that animals that eat plants and meat are called omnivores.
- I know that the four seasons are summer, spring, autumn and Winter.
- I know that we have longer, warmer days in the summer with more sun light hours.
- I know we have less hours of sun light in winter with colder, darker weather.

#### Sticky Knowledge EYFS:

- I can use my senses to describe my experiences of the natural environment
- I know the name for some of the animals that live under the water and animals you would find at the beach
- I know that the 4 seasons are Spring, Summer, Autumn and Winter
- I can talk about some of the changes in the seasons.
- I can talk about how the beach is different to Troon.

**Key Vocabulary:** backbone, cold blooded, carnivore, cold blooded, environment, farm, gills, herbivore, invertebrate, omnivore, pet, temperature, vertebrate, warm blooded, wild, amphibian, bird, fish, mammal, reptile, seasons, Summer, Spring, Autumn,

## DT

**Intent:** To design and make a healthy lunch.

### Skills, and Knowledge Y1

- Understand which foods are healthy and which foods are treats.
- Suggest healthy dishes to prepare and make.
- Understand where some foods come from. Meat, fruit and veg.

### Skills and Knowledge EYFS

- Know and talk about the different factors that support their overall health and wellbeing including health eating.
- Develop fine motor control to use a range of tools

### Sticky Knowledge: Y1

- I know which foods are healthy and which foods are treats.
- I can name different fruits and vegetables and know where some of these come from.
- I know that meat comes from animals.

### Sticky knowledge EYFS

- I know which foods are healthy and which foods are treats.
- I can name different fruits and vegetables and know where some of these come from.
- I can hold a knife carefully to chop up some fruit and vegetables

**Key Vocabulary:** healthy, treat, meat, fruit, vegetables, design, prepare, sandwich, baguette, bagel, filling, chop, slice, spread, cut, serve

**Subject Composite:** Plan and make a healthy lunch for the lighthouse keeper and a family picnic.

**Impact:** Children can make their own healthy sandwich and prepare food in a safe way. Children have a good understanding of why hygiene is important in the preparation of food.

## Art

**Intent:** To use a local artists work as a starting point to develop their own beach pictures.

### Skills, and Knowledge Y1:

- Explore a range of work by other artists, craft makers and designers.
- Be able to give their opinion and say why they like/dislike the work of other artists.
- Use a piece of artwork as a starting point for their own work.
- Create art from imagination.
- Create a piece of art that is responding to an experience.

### Skills and knowledge EYFS

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

### Sticky Knowledge Y1:

- I know that an artist is someone who creates paintings, drawings or sculpture.
- I know that a gallery is a building where artists display their work.
- I know that art is created using imagination and experience.

### Sticky knowledge EYFS:

- I can use thin and thick paintbrushes
- I can use a pencil to sketch what I can see
- I can mix colours for my own painting

**Key Vocabulary:** artist, imagination, experience, gallery, sketch, colour, sketch, thick, thin, detail, view, mix

**Subject Composite:** Create a piece of art work in the style of a local artist. Use imagination and experiences to create own.

**Impact:** . Children know that they can be artists.