

Curriculum Driver What makes me special?

EYFS Autumn Term

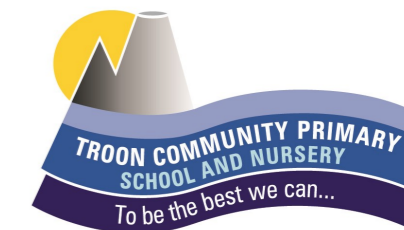
Topic Question: What makes me special?

Linked people of study: Frida Kahlo, Vincent Van Gogh

Linked texts: Olivers Vegetables, Olivers Fruit Salad, Super duper you! Funnybones, The growing story, Only one You, You Choose, Let's Make Faces, One Day So many Ways,

Trips/Visitors: Dentist (Brighter Smiles), Nurse or Doctor visit, Healthy Schools

Topic Composite/Finale: Christmas party
Year 1 Future Learning Link: I am a superhero



History

Intent: Children are able to talk about past, present and future events using key vocabulary. Children are able to confidently communicate with both peers and adults.

Skills, and Knowledge Components Focus Events within living memory

- Imitates events in their own life during play.
- Talks about special events in their own lives.
- Talk about past and present in their own lives and that of family and friends.

Sticky Knowledge:

- I know what season my birthday is.
- I know my birthday celebrates how many years I have been alive and it is special to me.
- I can recreate an event in my life during my independent play.

Key Vocabulary: long ago, past, now, present, tomorrow, future, yesterday, birthday, celebrations, events, special, Christmas, bonfire night, Halloween, harvest, family, friends, brother, sister, siblings, relatives, invitation, party, presents, cards, decorations, party games

Subject Composite: Children help to plan and set up a Christmas party.

Impact: Children are confident to describe past, present and future events in their own lives.

Science

Intent: Children have a secure knowledge and understanding of how to keep themselves healthy and safe.

Skills, and Knowledge

Components Focus Animals including humans

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Sticky Knowledge:

- I know that eating different fruits and vegetables helps my body keep healthy.
- I know how to wash my hands with soap and water on my own.
- I know that I need to brush my teeth twice every day.
- I know that to keep my body clean I need to have a bath or shower and wash regularly.
- I know that exercise keeps me healthy.
- I know my body needs to sleep and rest.
- I know how to manage risks when playing independently.

Key Vocabulary: healthy, food, eating, sleeping, germs, hygiene, exercise, safe, fitness, clean, wash, soap, rest, water, risk, safety, challenge, variety, danger, vegetables, fruit, unhealthy, meals, breakfast, lunch, dinner/tea, drinks, bed, bath, sink, morning, afternoon, evening, night-time, flannel, sponge, bath lily/puff, bubble bath, shower gel

Subject Composite: Children to make a class video on how to keep healthy and safe to share with parents/carers on Tapestry.

Impact: Children are confident to manage risks and have some of the skills and an awareness to keep themselves healthy and safe.

Expressive Art & Design Exploring and Using media and materials. Being Imaginative

Intent: Children know what an artists is and know that they are artists. They can construct a 3D model using a range of materials.

Skills, and Knowledge Components Focus

- Look at a range of work by different artists.
 - Develop and use texture, colour, line, pattern, shape, form and space.
 - Develop and share their own imagination and experiences through art.
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- Use materials creatively to design and make products.
 - Joins construction pieces together to build and balance. (30-50)
 - Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60)

Sticky Knowledge:

- I know that an artist is someone who creates pictures.
 - I know I am an artist.
 - I know a self portrait is when I draw or paint a picture of myself.
 - I can use a pencil and paint to create a self portrait.
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- I can use construction to create a representation of my home.
 - I can use scissors, glue and masking tape to join different materials together to create a representation of my home.
 - I know how to hold and use scissors safely.

Key Vocabulary: artist, art, texture, colour, line, pattern, shape, space, imagination, self portrait, join, palette, tools, scissors, glue, masking tape, materials, construction, draw, paint, pencil, brush, safely, represent, picture, family, home, myself, mirror, reflection, Frida Kahlo, Vincent Van Gogh

Subject Composite: Children will produce a self portrait. Children create a 3D representation of their home.

Impact: Children see themselves as artists and designers. Children know how to draw a face. Children can use construction to represent their home.

Computing

Intent: Children will have a good understanding of how to use an I pad to access and complete a game. Children will have the skills needed to program Beebot.

Skills, and Knowledge Components Focus

- Know that they should ask an adult before selecting a game / activity
- Begin to know that they need to talk to adults when using the internet
- Begin to use technology to create simple programs
- Use technology for a purpose ie complete a game
- Begin to understand what algorithms are
- Begin to use some logic to predict what will happen next in a program
- Uses ICT software to interact with age appropriate software

Sticky Knowledge:

- I know how to turn an I pad on and select an app to play a game by myself.
- I know I must ask an adults permission before using an I pad or app.
- I know how to give Beebot instructions.
- I can predict what Beebot might do next.

Key Vocabulary: Beebot, forwards, backwards, left, right, program, instructions, predict, go, start, cancel, I pad, app, turn on, off, internet, game, technology, next, permission

Subject Composite: Children will select and use educational apps during continuous provision. Children will program Beebot to travel to different homes constructed by the children.

Impact: Children will use technology to support their independent learning and can access appropriate technology independently.