

Curriculum Driver

Do all superheroes wear capes?

Eric Carle Autumn Term

Linked people of study: Picasso

Linked texts: Supertato by Sue Hendra, Traction man by Mini Gray,
The big book of Bloom's by Yuval Zommer
I love this tree by Anna Clayborn
Awesome Engineering activities for kids by Christina Schul
If I were a super hero by Sally Gray

Trips/Visitors: Village walk, Doctor/Dentist visit linked
to Science work, Police visit
Topic Composite/Finale: Children to hold a shoebox
racing event
Year 2 Future Learning Link: Building upon keeping our
bodies healthy in the Summer Terms DT objectives.



Geography

Intent: To have a good understand of where they live and their local community and where this fits within the United Kingdom.

Skills, and Knowledge Components Focus

Y1

- Know the similarities and differences from one small area of the UK.
- Name, locate and identify characteristics of the 4 countries of the UK.
- Use simple fieldwork and observational skills to study geography of the school grounds and/or a locality.
- Use directional language (left or right, near or far).

EYFS

- Understand that some places are special to members of their community.
- Draw information from a simple map.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.

Sticky Knowledge:

Y1

- I know that the United Kingdom is made up of England, Scotland, Northern Island and Wales and I can identify these countries on a map.
- I know that I live in Cornwall which is in England.
- I know that my school is in Troon which is in the county of Cornwall.
- I know that maps have symbols on them to help people find there way from one place to another.
- I know how to draw my own map using symbols.
- I can use the words left, right, near, far to give directions.
- I know that Troon has similarities and differences to the city of Truro.

EYFS

- I know that my school is on New Road in the village of Troon
- I can spot buildings, fields and roads on an aerial view
- I can draw my own map
- I know that Troon has similarities and difference to the city of Truro.

Key Vocabulary: United Kingdom, England, Scotland, Northern Island, Wales, map, symbol, left, right, near, far, directions, Troon, Cornwall, Truro, city, village, similarities, differences

Subject Composite: To create a map of the school grounds to use during a superhero treasure hunt.

Impact: Children have a good understanding of where they live and how this fits into Cornwall and the wider UK. This gives the children a sense of belonging and their roles of citizens in their local community.

Science

Intent: To have a good understanding of my body, how my senses work and how to keep myself clean and healthy. To identify and name some plants and trees in my local environment.

Skills, and Knowledge Components Focus Y1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
 - Identify and describe the basic structure of a variety of common flowering plants, including trees
- EYFS Link
- Can name the five senses
 - Explain what the five senses are
 - Identify what a plant needs to survive
 - Understands the need to respect and care for the natural environment and all living things
 - Understands that there a four seasons and the changes which happen during these.
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Sticky Knowledge: I know...

Y1

- We have 5 senses which are sight, hearing, touch, taste and smell.
- Which body parts which link to our senses.
- By having a good diet and exercising regularly I will be taking care of my body.
- How to keep my body clean and healthy.
- That a plant is a living thing that grows in one place such as an oak tree.
- The root of a plant fixes it into the ground.
- The leaves and flowers grow from the stem.
- A deciduous tree sheds its leaves during Autumn.
- An evergreen tree keeps its leaves all year round.

EYFS

- We have 5 senses which are sight, hearing, touch, taste and smell.
- Which body parts which link to our senses.
- 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 everyday.
- 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 a plant needs water, sunlight and nutrients to survive
- I know that we can look after the living things around us

Key Vocabulary: exercise, sports, healthy, fit, heart, sweat, clean, soap, ears, eyes, nose, mouth, arms, legs, head, skull, stomach, heart, fingers, toes, feet, hands, plant, root, stem, leaves, seed, flower, tree, branches, trunk, deciduous, evergreen

Subject Composite: Walk around the local environment identifying a variety of plants and trees. Possible link to map work in geography.

Computing

Intent: To feel confident to log on to a laptop, enter username and password and use word processing software to produce text.

Skills, and Knowledge

Components Focus

Y1

- To identify technology.
- To identify a computer and its main parts.
- To use a mouse in different ways.
- To use a keyboard to type on a computer and edit text.
- To create rules for using technology responsibly.
- To use the shape tool and the line tool to make careful choices when painting a digital picture.

Sticky Knowledge:

I know..

Y1

- I can give an example of how technology helps us.
- I can switch on and logon to a computer.
- I can use a mouse to click and drag.
- I can type my name on a computer.
- I can delete letters.
- I know there are different paint tools such as brushes and shapes

Y1

Key Vocabulary: laptop, mouse pad, program, Microsoft word, keyboard, effects, images, text, delete, click, drag, screen, login, password, technology, responsibly, paint tools, line, digital picture, artist

Subject Composite: Children to create a Superhero picture and type their name.

Impact: Children have some basic word processing skills and can create texts. They are excited with what they can create themselves using a computer or laptop.

DT

Intent: To have a good understanding of the design, make and evaluate process.

Skills, and Knowledge Components Focus

Y1

- 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.
- Name the tools they are using and know how to use them safely.
- Use given tools to cut, shape, join and finish products.
- Explore different materials and components to find appropriate ways of joining materials.
- Create models with wheels and axels.
- Explore, investigate and use existing products.
- Say whether or not their product does the job it is supposed to.

EYFS link

- Share their creations, explaining the process they have used.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Use different techniques to join materials
- Use a range of materials and tools with care and precision

Sticky Knowledge: I know...

Y1

- That a mechanism is a part that makes something work.
- Wheels are circular objects that roll on the ground, helping vehicles and other objects to easily move.
- Axels are rods that help wheels to rotate.
- Wheels and axels are mechanisms that make something move.

EYFS

- I can use words and pictures to explain how I made something or plan to make something
- I can use my hands, scissors and a saw to cut materials
- I can masking tape, PVA glue and pritt stick to join material.

Key Vocabulary: masking tape, PVA glue, Pritt stick, scissors, saw, tear, mechanism, wheels, axels, axel holder, dowel, chassis, design, make, evaluate, materials, join, tools, shape, saw

Subject Composite: Children to design, make and evaluate a shoe box superhero vehicle.

Impact: Children will see themselves as an engineer and have the confidence to design, make and evaluate a product.

Art

Intent: To have the necessary skills to use pencil, ink and paint to create a self portrait. Children to have an awareness of a famous artist.

Skills, and Knowledge

Components Focus Y1

- Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
- Explore line and mark making in different ways.
- Colour mixing.
- Begin to draw what is in front of them.
- Explore a range of work by an artist
- Use a piece of artwork as a starting point for their own work.

EYFS

- Draws with detail (bodies with sausage limbs and additional features)
- Draws faces with features
- Hold a paintbrush using a tripod grip
- Uses thin and thick brushes to add detail
- Can independently select additional tools to create an art piece
- Mix primary colours to make secondary colours

Sticky Knowledge

Y1

- Pablo Picasso was a Spanish artist who produced a large number of famous paintings.
- You can create different effects using different pencils, paper, paint and ink.
- The primary colours are red, yellow and blue
- I can make green, orange, purple by mixing primary colours.
- I can use a mirror to look at my face and body and draw what I see

EYFS

- I know that an artist is someone who creates pictures.
- I know I am an artist.
- The primary colours are red, yellow and blue
- I can make green, orange, purple by mixing primary colours.
- I can use a mirror to look at my face and body and draw what I see

Key Vocabulary: art, Pablo Picasso, artist, Spanish, Spain, mix, primary, self portrait, mirror, features, marks, mark making, materials, shape, line, brushes, palette

Subject Composite: Children to create 2 pieces of art work. One observational self portrait using pencil and ink and a self portrait in the style of Picasso.

Impact: Children will have developed their drawing and painting skills and be inspired to create their own work. They will feel proud when showing others what they have created.