

Curriculum Driver
What happened Once
Upon a Time?

Julia Donaldson Y1 Spring

Linked people of study: Queen Elizabeth 1st, Queen Victoria, Guy Fawkes
Linked texts: Cinderella, Snow white, The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita The Christmas Pine , The Three Little Pigs

Trips/Visitors: Historical site visit—castle
Topic Composite/Finale: Assembly for the school
Selling bags at the Christmas fair



History

Intent: Develop an awareness about the past and understand about significant individuals and events beyond living memory that are nationally significant.

Skills, and Knowledge Components Focus

- Put things in order
- Use people, photographs, personal opinions and facts
- Use who, where, when and why questions
- Talk simply about why something happened
- Use past, present and future language

Sticky Knowledge:

- I know there have been many kings and queens who have ruled England.
- I know that our current queen is called Queen Elizabeth 2nd and has been queen for 70 years
- I know that Queen Elizabeth 1st reigned a long time ago during the time in history called the tudors
- I know that we can look at photographs from the past to see what life was like during that time
- I know that Queen Victoria ruled England during the time in history we call the Victorians
- I know that facts are true and opinions are what people think
- I know the Houses of Parliament is in London and it is where laws are made
- I know that Guy Fawkes made a gunpowder plot to blow up the Houses of Parliament
- I know that the rhyme 'Remember remember the 5th of November, gunpowder, treason and plot' helps us to remember when the gunpowder plot failed
- I know that the gunpowder plot failed on the 5th November 1605 and we remember it on bonfire night.

Key Vocabulary: queen, king, monarch, England, rule, reign, Tudor, Victorian, fact, opinion, gunpowder, parliament, London, treason, plot, bonfire night, fireworks, celebrate

Subject Composite: Hold an assembly to explain to the school about why we celebrate bonfire night.

Impact: Children will understand how historical events are celebrated today. Children will know about kings and queens from the past and today.

Science

Intent: Children will have a good knowledge of different types of materials and their properties.

Skills, and Knowledge Components Focus

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Sticky Knowledge:

- I know that material is what an object is made from.
- I know that materials are selected carefully based on their suitability.
- I know that some objects can be made from various materials e.g. a shoe can be made from rubber, leather or fabric.
- I know that you can change the shape of some materials.
- I know that squashing an object is when you crush something so that it becomes flat, soft or out of shape.
- I know that bending an object changes a straight object so it is curved.
- I know that twisting an object changes the shape by turning it.
- I know that stretching an object is when you make something longer or wider without tearing or breaking it.

Key Vocabulary: material, solid, object, squashing, bending, twisting, stretching, suitability, metal, plastic, glass, brick, rock, paper, cardboard, strongest, rigid, flexible, fabric, properties, various, rubber, inflatable, hard, smooth, transparent, stiff

Subject Composite: Children to help the three little pigs make a house to defend them from the wolf.

Impact: Children will use their scientific in their everyday lives to make sensible choices. E.g. choosing appropriate footwear on a rainy day. Children will be able to give reasons for their choices.

Design and Technology

Intent: Design, make and evaluate a group story book (product) for nursery children (user) to tell them the Christmas story (purpose).

Skills, and Knowledge Components Focus

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.
- Plan by suggesting what to do next.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
- Understand that different mechanisms produce different types of movement.

Sticky Knowledge:

- I know that a slider is a handle that is moved left and right, or up and down to control something.
- A pivot is a fixed part that holds a lever in place as it turns.
- I know that a lever is a rigid bar which moves a pivot.
- I know I can use scissors to shape paper and card and I can use tape, glue and split pins to join paper and card.

Key Vocabulary: slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function

Subject Composite: Children create books to share with the nursery children about the Christmas story.

Impact: Children can identify design features such as hinges, levers and sliders in everyday products that they use. They know that they can create something which has an effect.

Art

Intent: This pathway invites children to explore the world about them as a way to begin to understand the concept of "print"

Skills, and Knowledge Components Focus

- Use a range of tools such as sponges to begin to experiment with texture
- Explore pattern through printing and stamping
- Explore and understand the impact of materials including printing ink, different types of paper, material, foam, natural materials
- Create a piece of art that responds to an experience

Sticky Knowledge:

- I know that I can use parts of my body to make prints.
- I know I can explore my environment and take rubbings of textures I find.
- I know I can use my rubbings to make an image.
- I know I can push objects I find into plasticine and make prints.
- I know I can cut shapes out of foam board and stick them on a block to make a plate.
- I can print from the plate.
- I can draw into the surface of the foam board and print from the plate and this is called a 'relief print'.

Key Vocabulary: print, printing ink, roller, image, plasticine, foam, rubbing, surface, texture, relief print, environment, materials, pattern, stamping

Subject Composite: Children to design and make tote bags inspired by bonfires and fireworks.

Impact: They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry. Children feel empowered that they can make a difference to others using the things they produce.

Curriculum Driver

What happened Once Upon a Time?

Julia Donaldson Reception

Linked people of study: Queen Elizabeth 1st, Queen Victoria, Guy Fawkes
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Topic Composite/Finale: Assembly for the school
Selling bags at the Christmas fair

Understanding the world (History)

Intent: Begin to Develop an awareness about the past and understand about significant individuals and events beyond living memory that are nationally significant.

Skills, and Knowledge Components Focus

- Comment on images of familiar situations from the past
- Compare and contrast characters from stories including figures from the past

Sticky Knowledge:

- I know there have been many kings and queens who have ruled England.
- I know that our current queen is called Queen Elizabeth 2nd
- I know that Queen Elizabeth 1st reigned a long time
- I know that we can look at photographs from the past to see what life was like during that time
- I know that Queen Victoria ruled England in the past
- I know the Houses of Parliament is in London
- I know that Guy Fawkes made a gunpowder plot to blow up the Houses of Parliament
- I can say the rhyme 'Remember remember the 5th of November, gunpowder, treason and plot'
- I know that bonfire night happens every year

Key Vocabulary: queen, king, England, rule, , gunpowder, parliament, London, plot, bonfire night, fireworks, celebrate

Subject Composite: Join in with an assembly to explain to the school about why we celebrate bonfire night.

Impact: Children start to understand how historical events are celebrated today. Children will know about kings and queens from the past and today.

Understanding the world (Science)

Intent: Children will have a good knowledge of different types of materials and their properties.

Skills, and Knowledge Components Focus

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Sticky Knowledge:

- I know that material is what an object is made from.
- I know that materials are selected carefully based on their suitability.
- I know that some objects can be made from various materials e.g. a shoe can be made from rubber, leather or fabric.
- I know that you can change the shape of some materials.
- I know that squashing an object is when you crush something so that it becomes flat, soft or out of shape.
- I know that bending an object changes a straight object so it is curved.
- I know that twisting an object changes the shape by turning it.
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Subject Composite: Children to help the three little pigs make a house to defend them from the wolf.

Impact: Children will use their scientific in their everyday lives to make sensible choices. E.g. choosing appropriate footwear on a rainy day. Children will be able to give reasons for their choices.

Physical development and Expressive arts and design

(Design and Technology)

Intent: Design and make a Christmas card (product) for their (user) to tell them the Christmas story (purpose).

Skills, and Knowledge Components Focus

- Explore ways of working with paper, folding, making simple flaps and hinges.
- Experience simple cutting, shaping, joining using scissors, glue, paper fasteners and masking tape.

Sticky Knowledge:

- I know that when I use scissors y thumb needs to go at the top.
- I know to move the paper not the scissors when I am cutting.
- I know how to carry scissors safely
- I know I can join two pieces of card or paper together using tape or fasteners.

Key Vocabulary: flap and hinge, card, masking tape, paper fastener, join , pull, push, up, down, straight, curve, design, make, evaluate, , ideas,

Subject Composite: Children create books to share with the nursery children about the Christmas story.

Impact: Children can identify design features such as flaps and they know that they can create something which has an effect.

Expressive arts and design (Art and Music)

Intent: This pathway invites children to explore the world about them as a way to begin to understand the concept of "print"

Skills, and Knowledge components Focus

- Explore different materials freely to develop their ideas about how to use them and what to make
- Develop own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Explore colour and colour mixing
- Listen with increased attention to sounds
- Respond to what they have heard expressing their thoughts and feelings
- Remember and sing rhymes

Sticky Knowledge:

- I know that I can use paint to make a print
- I know I can explore my environment and take rubbings of textures I find.
- I know I can push objects I find into plasticine and make prints.
- I know I can cut shapes out of foam board and stick them on a block to make a plate.
- I can print from the plate.
- I can draw into the surface of the foam board and print from the plate and this is called a 'relief print'.

Key Vocabulary: print, printing ink, roller, image, plasticine, foam, rubbing, surface, texture, relief print, environment, materials, pattern, stamping

Subject Composite: Children to design and make tote bags inspired by bonfires and fireworks.

Impact: They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry. Children feel empowered that they can make a difference to others using the things they produce.