

Curriculum Driver

Do all superheroes wear capes?

Year 1 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

- 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).

Sticky Knowledge:

- 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 the village has similarities and differences 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

- 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

Sticky Knowledge:

I know...

- 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.

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.

Impact: Children will understand their bodies and why it is important to look after them. Children have the basic skills to keep themselves healthy such as handwashing and teeth brushing.

Children will be able to spot plants and trees in and around their local environment and will use the correct vocabulary when talking about them.

DT

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

Skills, and Knowledge Components Focus

- 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.

Sticky Knowledge:

I know...

- 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.

Key Vocabulary: 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

- 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.

Sticky Knowledge:

I know..

- 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.

Key Vocabulary: Pablo Picasso, artist, Spanish, Spain, mix, primary, self portrait, 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.

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

- Use different font sizes, colours and effects.
- Select appropriate images to add to work

Sticky Knowledge:

I know..

- How to use a mouse pad to click on the program I need on the laptop.
- How to turn a laptop on and off safely.
- Microsoft word is a program I can use to write on a laptop.
- I can use a keyboard to write my name.
- 'Font' is a style of writing
- I can choose different fonts for my writing
- How to add a picture to my work in Microsoft word

Key Vocabulary: laptop, mouse pad, program, Microsoft word, keyboard, style, font, size, colours, effects, images, clipart, text

Subject Composite: Children to create word art to go on the side of their shoebox vehicle. This may include their superhero name.

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