Curriculum Driver
How powerful is our ocean?

Anthony Browne Y1/2

Linked people of study: Grace Darling, Henry Trengrouse
Linked texts: The Mousehole Cat by Antonia Barber
The sound collector by Roger McGough
Blue Planet; Life in Our Oceans and river by Moira Butterfield
At the beach by Roland Harvey
To the Rescue– Steven Biesty

Trips/Visitors:
RNLI life boat station visit
Maritime Museum
RNLI fundraiser visit

Topic Composite/Finale: Children to raise money for RNLI

TROON COMMUNITY PRIMARY SCHOOL AND NURSERY
To be the best we can...

History

Intent: To learn about historical events, people and places. Children to understand how important the RNLI is in Cornwall and they learn about the Penlee Lifeboat disaster in 1981.

Skills, and Knowledge Components Focus

- Put things in order within the topic.
- Offers opinions and facts with some reasoning.
- Ask who, where, when and why questions?
- Answer simple questions relating to the topic.
- Explore a particular event and how if affected people at the time.
- Use language specific to topic (e.g. rescued)

Sticky Knowledge:

- Grace Darling is significant because she was an English lighthouse keeper's daughter.
- Grace is famous for participating in the rescue of the survivors of the Forfarshire shipwreck in 1838.
- Grace and her father rescued 9 people.
- Grace and her father became heroes and were awarded medals for their bravery.
- RNLI stands for the Royal National Lifeboat Institution.
- Henry Trengrouse invented the life saving equipment called the 'rocket'
- The RNLI is a charity that saves lives at sea.
- The RNLI was founded in 1824.
- The RNLI rescues an average of 23 people every day.
- In 1981 the RNLI Penlee lifeboat 'Solomon Browne' battled to rescue the Union Star from the Cornish coast.

Key Vocabulary: ocean, powerful, danger, respect, protect lighthouse, rescue, lifeboat, life jacket, disaster, survivors, boat, wreck, storm, lifeguard, heroes, shipwreck, charity, timeline, events, battled,

Subject Composite: Children to raise money for RNLI by selling products created through their art unit of work.

Impact: Children know how powerful the sea can be and how they can keep themselves safe around the coast. Children know that the RNLI is an important charity that rescue people on our beaches and at sea.

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 in a situation to find the best materials to create a boat fit for purpose. Children to manipulate the materials where appropriate.

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 hanging decoration (product) for their family (user) for Christmas (purpose).

Skills, and Knowledge Components Focus

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.
- Explore and evaluate a range of existing textile products relevant to the project being undertaken. •
- Evaluate their ideas throughout and their final products against original design criteria.
- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

Sticky Knowledge:

- I know it is important to plan my ideas carefully and that creating a template for my product.
- I know I can join two pieces of material together using gluing, stapling, sewing
- I know how to thread a needle and I know I can use a needle threader to help me if I am stuck.
- I know I can use a range of techniques to decorate my product including textile paints, embroidery, adding buttons and sequins

Key Vocabulary: thread, pins, needle, stitch, sew, running stitch, over stitch, template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function

Subject Composite: Children to create a Christmas decoration.

Impact: Children will understand the process for creating a textile product and will develop techniques for joining materials and finishing techniques.

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 using their printing skills to sell to raise money for the RNLI.

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.