

## Down in the Jungle—Curriculum Driver

Year 1 /2 Autumn Term

**Topic Question:** Could all living things survive in the same environment?

**Linked people of study:** Ed Stafford, Percy Fawcett, Henri Rousseau, Beatriz Milhazes

**Trips/Visitors:** Mark's Ark/ Newquay Zoo/ Eden Project

**Topic Composite/Finale:** Carnival day with families – dressing up/ food/ dancing, KS1 Christmas production

**Linked Prior Learning:** Reception- Superhero topic—real life heroes



### Art and Design

**Intent:** Children will look at the artwork of Rousseau and Milhazes, children will identify and compare style and technique used by the artists and will create their own rainforest inspired artwork.

**Hooks from old learning (YR):**

- Links to learning about different artists and art movements e.g. pop art, seascapes and making observational drawings

**Skills, and Knowledge Components Focus**

**Sticky Knowledge:**

- Information about Rousseau and Milhazes
- Formal elements and definition e.g. line, tone, shade, tint, colour

**Key Vocabulary:** painting, drawing, technique, style, line, tone, shade, tint, colour, experiments

**Subject Composite:** Children will develop rainforest compositions using painting and drawing based on paintings by Henri Rousseau and Beatriz Milhazes. Children's artwork will be printed onto a t-shirt to wear during the topic finale.

**Impact:** Children are able to identify different styles of art and how different techniques and colours are used effectively to create different effects. Children can use a variety of tools to create their own work.

**Hooks for new learning (Y3/4 Y5/6):**

- Links to artists and movements—Cave Art mixing colours
- Links to Georgia O'Keefe and Maria Sibylla—children develop skills in drawing and watercolour to create their own botanical illustrations

### Design Technology

**Intent:** To set up a rainforest smoothie café. Children will design and make a logo, packaging and advertising materials. Children will make smoothies to sell at the café.

**Hooks from old learning (YR):**

- Making protective structures in Superheroes Assemble
- Making and testing real products—On the Move

**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, investigate and use existing products.
- Say whether or not their product does the job it is supposed to.
- Understand which foods are healthy and which foods are treats.
- Suggest healthy dishes to prepare and make.
- Understand where some foods come from (meat, fruit and veg).

**Sticky Knowledge:**

- To know how smoothies are made and flavoured.
- To know which fruit grows in the rainforest

**Key Vocabulary:** packaging, advertising, design, plan, materials

**Subject Composite:** Children will set up a rainforest smoothie café. Children will make smoothies to sell there and will design and make packaging, a logo and advertising materials.

**Impact:** Children are able to design for a purpose and ensure that their design meets the brief. Children will review their work afterwards.

**Hooks for new learning (Y3/4 Y5/6):**

- Designing packaging in Ancient Egyptians Y3/4 and in There is no Planet B Y5/6

### RE

**Intent:**

**Autumn 1–** Children will learn what it means to belong to a faith community.

**Autumn 2–** To develop an understanding of what Christians believe God is like.

**Hooks from old learning (YR):**

- Children have learnt why the word 'God' is important to Christians. They also learnt about God while learning about Easter and Christmas.

**Skills, and Knowledge Components Focus**

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)

**Sticky Knowledge:**

- Children will be able to retell the story of the lost parable and discuss the characters feelings.
- To list similarities and differences between a Christian and Jewish wedding.

**Key Vocabulary:** God, Christianity, Judaism, wedding, ceremony, similarities, differences, faith, community

**Subject Composite:**

**Autumn 1–** Children will explore ways in which people belong to different faiths in their local community. People from different faith groups will visit the class and children will prepare questions to ask them.

**Autumn 2–** EYFS/ KS1 Christmas performance.

**Impact:**

**Autumn 1–** Children will explore how different faiths show they love each other and belong to each other.  
**Autumn 2–** Children will develop an understanding of what Christians believe God is like and how they show their belief in God.

**Hooks for new learning (Y3/4 Y5/6):**

- Children will explore what it is like to be someone who follows God.
- Children will develop an understanding of what other religions believe their God is like.

### Computing

**Intent:** Children will identify examples of technology around us – explain how examples of technology help us – recognise that a computer is an example of technology.

**Hooks from old learning (YR):**

- Know about APPs for different purposes
- Using iPads to take photographs
- Using Bee-Bots and algorithms

**Skills, and Knowledge Components Focus**

- Identify a computer and its main parts
- Use a trackpad in different ways
- Use a keyboard to type
- Use a trackpad in different ways
- Use a keyboard to type
- Use the keyboard to edit text

- Move and resize images

**Sticky Knowledge:**

- To know how to switch on and log in to a computer
- Know the functions of the trackpad
- Know that writing on a keyboard is called typing
- Know how to type and save their work
- Know how to use technology safely
- Know how information technology benefits us

**Key Vocabulary:**

Computer, Log on, Trackpad, Keyboard, File, Open file, Arrow keys, Save file, Cloud

**Subject Composite:**

Create and save a file containing written text

Produce a poster containing an image of technology being used outside of school

**Impact:**

Children will learn the parts of a computer and develop the basic skills needed to effectively use a computer keyboard and trackpad. Their knowledge and understanding of technology and how they interact with it beyond school will have developed

**Hooks for new learning (Y3/4 Y5/6):**

- Use technology safely and respectfully
- Connecting computers y3/4
- Exploring the internet Y5/6

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### History

**Intent:** To learn about explorer Percy Fawcett and what happened to him. To compare the experience of Percy Fawcett to the experience of modern day explorer, Ed Stafford.

#### Hooks from old learning (YR):

- Links to superheroes and people who do amazing things- explorers
- Links to On the Move where children compare historical and modern vehicles

#### Skills, and Knowledge

##### Components Focus

- Put things in order within the topic.
- Offers opinions and facts with some reasoning.
- Answer simple questions relating to the topic.
- Language specific to topic
- Use sources to find out about the past; people, photographs,
- Answer simple questions relating to the topic.
- To talk simply about why something happened.
- Explore a particular event and how it affected people at the time.

#### Sticky Knowledge:

- Percy Fawcett was an explorer who explored the Amazon rainforest in the late 1800s.
- Percy Fawcett went missing in 1925 in the Amazon rainforest and has never been found.
- Ed Stafford was the first man to walk the Amazon river. It took 800 days.

**Key Vocabulary:** Past, present, future, history, modern, explorer, similarities, differences, experience, Amazon, rainforest, river

**Subject Composite:** Children will create a diary entry, imagining that they are Percy Fawcett or Ed Stafford.

**Impact:** Children will have an understanding of the past and the present and can start to ask questions to find out more. Children will understand why Percy Fawcett and Ed Stafford are inspirational people.

#### Hooks for new learning (Y3/4, Y5/6):

- Significant people in history in Superhumans
- Ordering events on a timeline— Invaders and Settlers
- Journeys, explorers and voyages— Vicious Vikings

### Geography

**Intent:** To look at and explore the Amazon rainforest as well as other rainforests around the world.

#### Hooks from old learning (YR):

- Human and physical features of the environment— Superheroes Assemble
- Map skills— On the Move
- Habitats— Let's Crawl

#### Skills, and Knowledge

##### Components Focus

- Know the 5 oceans and know the seven continents.
- Compare features from one small area of the UK to geographical features of 1 chosen country.
- Know hot and cold areas in relation to the equator and the North and South Poles.

#### Sticky Knowledge:

- To identify and name the seven continents and five oceans of the world on a world map.
- To know the locality of the north and south pole, the equator and rainforests on a world map.
- To label the layers of a rainforest.
- To be aware of key physical and human features of Brazil; Rio carnival, Amazon River, city life, deforestation

**Key Vocabulary:** country, continent, ocean, rainforest, equator, Brazil, North pole, South pole, humans, physical

**Subject Composite:** Children will create an Amazon themed classroom using what they have learnt about the Amazon rainforest. Children will create a diagram of a rainforest and label each layer.

**Impact:** Children will understand that there is a world beyond Cornwall by being able to name the continents and oceans of the world. Children will be able to identify features of Brazil and the Amazon rainforest and will make comparisons to their own environment.

#### Hooks for new learning (Y3/4 Y5/6):

- The importance of the River Nile—Ancient Egyptians
- Map skills and using Atlases— Invaders and Settlers, Ancient Maya, Earth Matters
- Human and physical characteristics— Ancient Maya
- Physical features of Greece—Ancient Greeks

### Science

**Intent:** To develop an understanding of plants and animals found in the rainforest.

#### Hooks from old learning (YR):

- Life cycles, including experiencing the real life life-cycle of a duck— Let's Crawl
- Habitats of mini beasts— Let's Crawl

#### Skills and Knowledge

##### Components Focus

- Use their observations and ideas to suggest answers to questions
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

#### Sticky Knowledge:

- To be able to name and label different habitats and micro-habitats
- To know simple food chains of animals living in a rainforest
- To be able to name different animals and plants living in the Amazon Rainforest (Sloth, Tree frog, Toucan, Orangutan, tiger, chameleon, bats, butterflies)

**Key Vocabulary:** habitat, micro-habitat, food chain, consumer, producer

**Subject Composite:** Children will create a rainforest food chain.

**Impact:** Children will understand that the world beyond Cornwall is different in many ways. Children will compare the climate, plants and animals found in the rainforest with their local environment. Children will discover food chains to learn how energy is passed between plants and animals.

#### Hooks for new learning (Y3/4 Y5/6):

Children will explore living things and their habitats in further detail as part of 'Earth Matters' and 'Superhumans' in Y3/5 and 'There is no Planet B' and 'WW2' in Y5/6.

### Music

**Intent:** Children will develop and build on their listening and appraising skills. They will play the glockenspiel.

#### Hooks from old learning (YR):

- To build on previously learnt skills from the Charanga scheme.

#### Skills, and Knowledge Components Focus

- Use voice to good effect, understanding the importance of warming up first.
- Sing songs in ensembles, following the tune (melody) well.
- Perform in an ensemble with instructions from the leader.
- Make and control long and short sounds using voices and instruments, including simple improvisation.
- Carefully choose sounds to achieve an effect (including use of ICT).
- Create short musical patterns.
- Play instruments with control and exploring pitch
- Start to explore simple compositions with two or three notes.
- Identify the pulse in music.

#### Sticky Knowledge:

- Recognise different styles of music—old school hip hop and reggae.
- Know the names of instruments and notes they are playing

**Key Vocabulary:** pulse, tune, performance, unison, performance, tuned and untuned, improvise, improvisation, compose, composition, melody

**Subject Composite:** To learn songs to sing for an audience— Christmas Play, to play untuned instruments and listen to each other in the class

**Impact:** Children are able to sing together as a group and perform. They are able to use their voices and instruments for different effects.

#### Hooks for new learning (Y3/4 Y5/6):

- To build on previously taught skills from Charanga scheme
- Apply known skills to learning to play an instrument i.e. ukulele and glocks.