

Lets Crawl — Curriculum Driver

Year R Spring Term

Topic Question: What changes do you see?

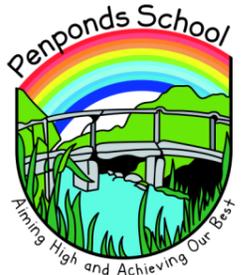
Linked people of study: Lucy Arnold

Linked texts: The Hungry Caterpillar (TfW), The Snail and the Whale (TfW), What the Ladybird Heard, Owl Babies

Linked Music: Charanga scheme of work Unit 3—Everyone! Unit 4—Our

Trips/Visitors: Local – Spring walk, trip to Trevaskis Farm, Library visit

Topic Composite/Finale: Ugly bug ball, invite families in for open



History: UW

Intent: To understand how humans grow.

Skills, and Knowledge

Components Focus

Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly).

Sequence family members, explaining who they are and the key differences between what they can/can't do.

Can discuss similarities and differences between people in their family.

Sticky Knowledge:

To know the human life cycle.

To consider where members of their family are in the human life cycle.

Key Vocabulary: long ago, yesterday, today, tomorrow. Extend to- past, present, future

Subject Composite:

Children will sequence the human life-cycle and be able to relate this to their own family.

Impact:

Children will be able to talk about how we, as humans, grow and change over time. They will be able to link this to their science learning and knowledge of the life cycles of plants and insects.

Hooks for new learning:

Y1/2

Children will learn about humans in more detail and will use their knowledge of animals to understand that humans' offspring grows into adults.

Y3/4

Children will learn what we, as humans, need to survive as we go through the human life cycle.

Geography: UW

Intent: To compare environments of wildlife and humans.

Skills, and Knowledge

Components Focus

Knows where they live (house, flat, bungalow).

Talk about local environments (their road, the park, library, Camborne town centre).

Talk about what they see in their own environment (school/home) using a wide vocabulary.

Can identify similarities and differences between homes in our country.

Sticky Knowledge:

To know what type of home they live in.

To talk about similarities and differences between homes.

To compare their homes to the habitats of wildlife.

Key Vocabulary: environment, differences, similarities

Subject Composite:

Class discussion about our homes and environment compared to the homes and environment of children in other countries and of different wildlife.

Impact:

Children will be able to identify animals homes and compare to our own and begin to compare to the homes of children in other countries.

Hooks for new learning:

Y1/ 2

Children will explore animals by grouping them and investigating their habitats. They will begin to learn how animals are suited to their habitats.

Science: UW

Intent: To observe seasonal changes in the local environment.

To have an understanding of life cycles including life cycles of plants, butterflies and humans.

Skills, and Knowledge

Components Focus

Understand the effect of seasons on the natural world, discussing when and how things grow.

Explores the natural world around them.

Can talk about different life cycles.

Plants seeds and cares for growing plants with support.

Understands the difference between plants and animals.

Sticky Knowledge:

Know the weather changes as the year changes (awareness of seasonal change).

Effects of spring in the environment.

To know that the life cycle of a butterfly is an egg, caterpillar, chrysalis, butterfly.

To know that plants need water and sunlight to survive.

Key Vocabulary: Seasons, changes, winter, spring, differences, similarities, environment, life cycle, survive

Subject Composite:

Children will observe the real-life life cycle of a butterfly and release the butterflies (This will take place in the Summer Term when caterpillars are available to buy).

Children will plant a seed and care for it to give to their mums for Mothers Day.

Year round composite– Seasons walk each term, seasons snapshot, crown/ bookmark/ suncatcher.

Impact:

Children will learn about the four seasons. They will be able to talk about the life cycle of a butterfly and talk about what plants need to survive.

Hooks for new learning:

Y1/2

Links to Into the woods– Seasons and weather patterns. In Dinosaurs and Discovery, children will extend their knowledge of the life cycle of a butterfly by learning the life cycle of other animals. They will look at animals closely and begin to group them.

Y3/ 4

As part of Earth Matters, children will name parts of plants and

RE: UW

Intent:

Autumn 1– To know that Christians believe that God created our world.

Autumn 2– To learn about the importance of Easter to Christians

Skills, and Knowledge

Components Focus

Can articulate what others celebrate and begin to explain.

Knows that there are differences between what people believe.

Developing positive attitudes about differences between people.

Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas).

Sticky Knowledge:

To know the Christian creation story.

To know why Christians celebrate Easter.

Key Vocabulary: creation, Easter celebrate, celebrations

Subject Composite:

Spring 1: Create a creation wheel.

Spring 2: Understand that Easter means new life– link to Life Cycles.

Impact:

As children learn about our world throughout this topic, they will learn how Christian's believe God created all that they are learning about. Children will learn the significance of Easter to Christians.

Hooks for new learning:

Y1/ 2

Links to unit 1.5 and 1.2– Children will explore why Easter matters to Christians and who Christians believe made the world.

Y3/ 4

Links to unit L2.5– Children will study the 'Why do Christians call the day Jesus died 'Good Friday?' unit, linking to their learning about the importance of Easter.

Music: EAD

Intent: Spring 1 (Everyone!)/ Spring 2 (Our World)

To listen and respond to different styles of music while exploring pulse, rhythm, pitch and voices.

Skills, and Knowledge

Components Focus

Enjoys listening to music.

Sings in a group, trying to keep in time.

Knows some words when singing.

Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle..).

Sticky Knowledge:

Enjoy singing a variety of songs alongside actions in unison from memory.

To distinguish between low-pitched and high-pitched sounds.

To be able to clap a rhythm.

To move to the pulse of music.

Key Vocabulary: beat, pulse, song, rhyme, rhythm, listen, instrument, glockenspiel, play, perform, move, dance

Subject Composite:

Create a video of a range of songs performed by children in unison with the use of actions and instruments.

Impact:

Throughout the term, children will learn a range of songs and will join in with musical activities that embed pulse, rhythm, and pitch, explore voices and classroom instruments. Children will share and perform the learning that has taken place.

Hooks for new learning:

Y1/2

Children continue to learn a range of songs. They will begin to learn the history and language of music. They will begin to play instruments alongside songs that they have learnt, they will play from note names before being introduced to notation.

Lets Crawl — Curriculum Driver

Year R Spring Term

Topic Question: What changes do you see?

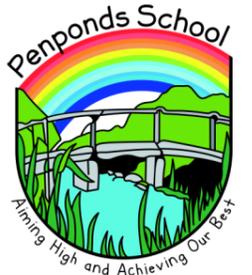
Linked people of study: Lucy Arnold

Linked texts: The Hungry Caterpillar (TfW), The Snail and the Whale (TfW), What the Ladybird Heard, Owl Babies

Linked Music: Charanga scheme of work Unit 3—Everyone! Unit 4—Our

Trips/Visitors: Local – Spring walk, trip to Trevaskis Farm, Library visit

Topic Composite/Finale: Ugly bug ball, invite families in for open



Art and Design: EAD

Intent: To learn about artists, how they use colour and their style of work. To create observational drawings of insects.

Skills, and Knowledge

Components Focus

Children are able to draw things that they observe.

Draws with detail (bodies with sausage limbs and additional features).

Draws bodies of an appropriate size for what they're drawing.

Creates their own piece of art and gives meaning.

Sticky Knowledge:

To have an awareness of Lucy Arnold.

Key Vocabulary: lines, splat, circles, observation, drawing, watercolour, pastels, collage

Subject Composite:

Whole class minibeast collage, comprised of each child's observational drawing.

Impact:

Children will be able to compare artist's work and choose their favourite techniques to make further work. They will learn to pay attention to detail in their drawings.

Hooks for new learning:

Y1/ 2

Children will draw jungle animals and paint them. They will also create observational nature drawings.

Y3/ 4

Children will develop their drawing skills through creating observational drawing of Egyptian artefacts. During Stone Age topic, children will create observational drawings of animals and compare to drawings of animals from the Stone Age.

Children study a wide range of artists and movements as part of the curriculum.

Design Technology: EAD

Intent: To design, make and review a protective structure for purpose.

Skills, and Knowledge

Components Focus

Makes something with clear intentions.

Builds simple models using walls, roofs and towers.

Creates collaboratively, sharing ideas with peers and developing skills further.

Sticky Knowledge:

When presented with a problem, I should make a plan, try it out and talk about how well it worked, considering what I would do differently next time.

Key Vocabulary: design, plan, design, test, review, reflect

Subject Composite:

Children will make a bug hotel in groups using natural materials to house bugs living in our school grounds. Follow process of plan, do, review.

Impact:

Children will be able to use a range of tools and techniques effectively. Children will design and make their own items for a purpose. Children will be able to review their work.

Hooks for new learning:

Throughout the curriculum children have opportunities to develop their practical, technical and creative expertise through designing, developing skills, making and evaluating their work and the work of others.

Computing: UW

Intent: To use iPad's to take pictures for a purpose.

Skills, and Knowledge

Components Focus

Children can take photos on the camera.

Children can switch a camera on and off.

Children can record videos on the camera.

Erases content and understands how to charge the cameras.

Children know what personal information is and know that it should not be shared online.

Sticky Knowledge:

To know how to select the camera and take pictures on an iPad.

To be able to talk about being safe when using technology.

Key Vocabulary: unlock, iPad, app, select, tap, camera, delete, internet, safety

Subject Composite:

Use the camera app to photograph minibeasts and their habitats spotted in the environment around us.

Impact:

Children will be able to unlock an iPad and will be able to take a picture on an iPad. Children will be able to talk about keeping safe and how to get help if they need to when using technology/ the internet

Hooks for new learning:

Throughout the school children will explore a range of technology and software. Children will learn how to use technology safely, respectfully and responsibly.

PE: PD

Intent: To apply skills learnt to Net and Wall games and to begin to move, control and coordinate our bodies.

Skills, and Knowledge

Components Focus

Dress and undress independently, but may still need help with small buttons and laces.

Walk along a chalk line.

Walk along a low narrow balance beam.

Jump and turn in the air.

Jump off a low object with both feet off the ground.

Sticky Knowledge:

Start/stop instructions in PE.

To be able to show control and coordination in actions.

To be able to jump and bound, run and move in different directions and balance in different shapes.

How to be part of a team in a whole class game.

Key Vocabulary: move, space, change direction, walk, skip, jog, hop, jump, side step, gallop, tip toes, step, around, through, over, team, balance, control

Subject Composite:

To take part in team games weekly and know that we are stronger as a team. To learn a step-by-step superhero dance and move to superhero music using own ideas.

Impact:

Children will be confident to move in a range of ways in their own personal space. Children will be able to work with a partner or as part of a team.

PSHE: PSED

Intent: To be able to talk about similarities and differences of our homes and families. To begin to understand how to be a good citizen and care for our environment.

Skills, and Knowledge

Components Focus– From Birth to 5 (Stage 5/6)

Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions.

Talks about their own and others' feelings and behaviour and its consequences.

Recognises that they belong to different communities and social groups and communicates freely about home and community.

Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

Sticky Knowledge:

To know that all families are different.

To know some ways to protect our environment.

Key Vocabulary: family, similarities, differences, special, recycle, citizen, environment, reuse, protect, litter

Subject Composite:

Class discussion about the similarities and differences between our families. To create a poster to teach people how to be good citizens and care for our environment.

Impact:

When sequencing the members of their family and recognising the human life cycle, children will be able to talk about the similarities and differences between their families and the families of their peers. Children will begin to understand how to look after our environment.

Hooks for new learning:

On the Move, Summer Term– Children will develop their understanding of looking after the environment and will be introduced to climate change and what it is doing to our world.

Y1/ 2

During the 'people who care for us' unit, children will learn that all families are different but have the same key qualities.

Y3/4

Children will learn about how to be a good citizen and how they can make a difference to our planet based on their actions. They will learn about climate change and identify ways we can protect the environment.