

On the Move — Curriculum Driver

Year R Summer Term

Topic Question: Why do people go on journeys?

Linked people of study: Tracey

Linked texts: Grandma Bird (TfW), Marli's Tangled Tail (TfW), Rainbow Fish, The Train Ride

Linked Music: Charanga scheme of work Unit 5– Big Bear Funk Unit 6—Reflect, Rewind and Replay.

Trips/Visitors: Local – Summer walk, Train ride to the beach, trip to local church.

Topic Composite/Finale: Invite families in for open afternoon, giving children the opportunity to showcase their learning.



History: UW

Intent: To look at a variety of different forms of transport from the modern world and compare to transport from history.

Skills, and Knowledge Components Focus

Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.

Shares likes and dislikes.

Shows an interest in different occupations (nurse, doctor, police, fire...).

Sticky Knowledge:

To have an awareness of Richard Trevithick.

To talk about similarities and differences between historical and modern transport.

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

Subject Composite:

Children will go on a train ride to a beach.

Children will sort transport into 'historical' and 'modern' categories.

Tally chart of modes of transport used to get to school.

Impact:

Children will be able to talk about transport in history compared to now.

Link to Geography– Children will know what mode of transport can be used to get to the different countries and environments learnt about. They will be able to compare this to how people would have travelled historically.

Hooks for new learning:

Y1/ 2

Children will learn about transport in history in further detail, including space travel.

Y3/ 4

Children will discuss how vehicles have changed and developed as part of Stone Age topic.

Geography: UW

Intent: To develop map skills.
To have an awareness of the wider world and different geographical locations and environments.

Skills, and Knowledge

Components Focus

Knows what a map is used for.

Can use maps to locate objects in 'real life'.

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

Recognise some environments that are different to the one in which they live.

Makes comparisons between life for children in different countries.

Use pictures to compare and contrast environments around the world.

Sticky Knowledge:

To know that beaches and mines are special features of Cornwall.

To have an awareness of other environments including the jungle, polar regions, under the sea and space.

To be able to name at least 1 other country.

To know what a map is used to.

To be able to read a map to locate objects on the school grounds.

Key Vocabulary: beaches, mines, environments, maps, countries, similarities, differences, jungle, polar region, space, under the sea

Subject Composite:

Children will experience other countries/ environments in the classroom (adults will adapt the environment to look/ feel like some of the different environments/ countries learnt about). Children will create an aboriginal journey stick following this experience.

Impact:

Children will have an awareness of countries and environments beyond their locality and different to the ones in which they live.

Hooks for new learning:

Y 1/2

Children will develop their knowledge by learning about continents, seas, the north and south pole and the equator. Children will also compare hot and cold areas of the world.

Science: UW

Intent: To observe seasonal changes in the local environment.
To identify similarities and differences between materials.
To know explore and talk about forces.

Skills, and Knowledge

Components Focus

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

Can name their 5 senses.

Explore collections of materials, identifying similar and different properties.

Explores how things work.

Explores and talks about forces (push and pull).

Explores non-contact forces (gravity and magnetism).

Sticky Knowledge:

To be able name and describe plastic, glass, metal and paper.

To know why materials are recycled.

To know that the 5 senses are smell, sight, touch, taste and hearing.

To know effects of pushing, pulling, magnetism and gravity.

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

Effects of summer in the environment.

Key Vocabulary:

Seasons, changes, spring, summer, differences, similarities, materials, recycling, forces, push, pull, magnet, attract, repel, gravity

Subject Composite:

Children will sort materials for recycling.

Design Technology link. Children will use their own vehicles which they designed and made to explore and talk about forces (push, pull, gravity and magnetism).

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

Impact:

Children will learn about the four seasons. They will be able to name materials and begin to talk about their properties. They will develop an understanding of recycling. They will explore forces.

Hooks for new learning:

Y1/ 2

Children will investigate materials, their properties and how they change in different conditions.

Y3/ 4

Links to Ancient Maya– Investigating forces including pushing, pulling and magnetism. Children will also investigate changes in the state of materials.

RE: UW

Intent:
Summer 1– To recognise that religious people have places that are special to them. **Summer 2**– To know some religious stories and talk about what they teach believers.

Skills, and Knowledge

Components Focus

Can name different religious venues – Church, Mosque, Gurdwara, Synagogue

Knows why religious venues are special and who goes there

Knows that there are differences between what people believe

Developing positive attitudes about differences between people

Comments on recent pictures of experiences in their own life. "This was me at the farm..."

Sticky Knowledge:

To know that a Church is a special place for Christians.

To know that a Mosque is a special place for Muslims.

To know that a bible is the holy book for Christians.

To be able to re-tell some religious stories.

Key Vocabulary: stories, worship, sacred, church, mosque

Subject Composite:

Summer 1: To visit a church and explore it as a place of worship.

Summer 2: Class discussion around how vehicles would have made journeys better in religious stories.

Impact:

Children will be able to identify sacred texts and talk about some religious stories. They will be able to identify how these stories make them feel. Children will be able to recognise places which are special to them and places which are special to religious people. They will visit a church and talk about their thoughts and feelings there.

Hooks for new learning:

Y1/ 2

Music: EAD

Intent: Summer 1 (Big Bear Funk)/ Summer 2 (Reflect, Rewind & Replay)

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.

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

Plays a given instrument to a simple beat.

Selects own instruments and plays them in time to music.

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.

To be able to add pitched notes to the rhythm of words or phrases in a song.

To be able to identify notes C, D and E on a glockenspiel.

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

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. In the Summer term children will begin to explore notes C, D and E on a glockenspiel. They will enjoy experimenting with 2 note and 3 note patterns.

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 continue to play instruments alongside songs that they have learnt, they will play from note names

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Art and Design: EAD

Intent: To learn about artists, how they use colour and their style of work. To create a piece of abstract seascape art.

Skills, and Knowledge

Components Focus

Creates their own piece of art and gives meaning.

Children are beginning to draw self-portraits, landscapes and buildings/cityscapes.

Print with small blocks, small sponges, fruit, shapes and other resources.

Create patterns or meaningful pictures when printing
Add white or black paint to alter tint or shade.

Sticky Knowledge:

To have an awareness of Tracey Hunter.

Key Vocabulary: landscape, seascape, abstract, shades, print, splatter, splodge, dab, sponge

Subject Composite:

Each child will create a piece of abstract, seascape art in the style of Tracey Hunter using pictures and inspirations from class trip to the beach.

Impact:

Children will be able to compare artist's work and choose their favourite techniques to make further work.

Hooks for new learning:

Y1/ 2

In Voyage of the Mystery children will paint seascapes and add figures.

Y3/ 4

Computing link. Children will photograph landscapes and seascapes.

Design Technology: EAD

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

Skills, and Knowledge

Components Focus

Makes something with clear intentions.

Smooth, rough, bendy, hard, Weave (fine motor).

Improved vocab – flexible, rigid.

Builds models which replicate those in real life. Can use a variety of resources – loose part play.

Returns to work on another occasion to edit and improve.

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 design and make their own model vehicle to test on a variety of surfaces. Follow process of plan, do, review. Link to learning in science and from autumn term and discuss forces such as push, pull and gravity.

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:

Y3/4

As part of Stone Age topic, children will design and build a vehicle to transport stones for Stone Henge. They will explore axels and wheels.

Computing: UW

Intent: To be able to program a Bee bot.

Skills, and Knowledge

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

Completes a simple program on electronic devices.

Develops digital literacy skills by being able to access, understand and interact with a range of technologies.

Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.

Sticky Knowledge:

To know what an algorithm is.

To know which buttons cause a Bee bot to stop and go.

To know which buttons move a Bee bot forwards, backwards, left and right.

Key Vocabulary: program, algorithm, forwards, backwards, left, right

Subject Composite:

To program a Bee bot and create an algorithm to get from one point to another. To record the algorithm using symbols.

Impact:

Children will develop an understanding of algorithms and explore how a Bee bot works to support future learning.

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 develop running, throwing and jumping skills.

Skills, and Knowledge

Components Focus

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

Can usually hit a target from 3.5 metres away using an overhand toss.

Jump forward, taking off and landing with 2 feet.

Jump over a small stationary object.

Sticky Knowledge:

To be able to change direction and speed with control when running.

To be able to throw accurately.

To jump and land a variety of distances.

To be able to take part in a relay race.

Key Vocabulary: move, space, Olympic, direction, speed, throw, jump, run, obstacle, accuracy, control

Subject Composite:

To take part in a mini Olympic activity circuit.

To take part in activities on Sports Day.

Impact:

Children will be able to run, throw and jump independently and confidently.

PSHE: PSED

Intent: To know how to keep safe on the beach. To understand how to be a good citizen and care for our environment and the wider world.

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.

Is increasingly flexible and cooperative as they are able to understand other people's needs, wants and behaviours.

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

Can describe their competencies, what they can do well and are getting better at: describing themselves in positive but realistic terms.

Sticky Knowledge:

To know some ways to protect our environment and the wider world.

To know some ways to care for and protect our beaches.

To know some ways to stay safe on the beach.

I know that lifeguards keep us safe at the beach and at swimming pools.

Key Vocabulary: climate change, environment, protect, citizen, lifeguards

Subject Composite:

During trip to the beach, children will experience a talk from the RNLI about how to keep safe on the beach and how to look after our beaches.

Impact:

Children will know some strategies to stay safe on the beach during the summer. They will develop their understanding from the spring term to understand how to care for and protect our environment and the wider world.

Hooks for new learning:

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. Children will also learn about sun and