



How has travel changed over time?



L earning Journey

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A uthentic

R igoous

N ova Curriculum

Year 1

Terms 1 & 2

Making a difference

Overview:

This enquiry enables learners to learn about how travel has changed over time, how significant people have invented new technology or changed what we thought was possible. We will be learning how trains, buses, cars and aeroplanes have been invented and updated over time, about the lives of significant people who have made history with their inventions and bravery, either by venturing into space (Neil Armstrong) or by flying solo (Amelia Earhart)

As scientists, the children will be learning about different materials. We will learn the difference between an object and the material it is made from. We will be identifying and classifying common materials and learning to distinguish and group them by their properties. We will be describing and testing properties of common materials and conducting our own absorbent / waterproof experiment.

As artists, we will be exploring the fundamental elements of colour, texture, shape and pattern. We will be investigating different print artists such as Andy Warhol and Yayoi Kusama, printing with everyday objects, designing and making our own print tools and creating original pieces of artwork.

As geographers, we will be investigating the United Kingdom and the four countries within it.

As designers we will be exploring nutrition and cooking. We will be investigating what the harvest and foods that are in season during the autumn months. We will be designing, making, evaluating and refining a delicious autumn soup.

Learning links (previous learning):

Children have learned about travel and modes of transport through their Ticket To Ride theme of learning in the EYFS

Celebrating diversity and inspirational People:

Neil Armstrong
Amelia Earhart

Launch and Landings

Launch: Term 2 Launch: MShed Ships and Sailors workshop
Landing: Printing Gallery showcase T2

Experiential learning opportunities:

Experiences throughout unit to launch learning
- MShed Ships and Sailors workshop

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

History	DT – Materials (textiles)
<p>As historians we will learn how travel has changed over time. How significant people have contributed to national / international achievement</p> <p>Chronological awareness I know the difference between then and now I can compare modern and old objects Changes within living memory – petrol to electric cars – how the environment / technology has changed The lives of significant individuals in the past who contributed to national/ international achievement, and using these figures to compare aspects of life in different periods : Neil Armstrong, Amelia Earhart</p> <p>We will learn about: Vocabulary Key dates:</p> <p>Substantive knowledge Monarchy Society: -How travel the advancement in travel technology has made life, trade etc. easier and accessible to all. --Unique or interesting characteristics of said society. - The demographic changes to available goods because of migration to communities across the UK.</p> <p>Achievement Diversity Disciplinary skills</p> <p>Knowledge organiser – blank in books for chn to fill in Knowledge tree – for LOE (History, Geography,</p>	<p>As Designers and Engineers we will make healthy and nutritious autumnal soup</p> <p>DT Design Skills: Explain what they are making and which materials they are using. Design products that have a clear purpose and an intended user. Use pictures and words to convey what they want to make. Say what they like and don't like about their product and explain why. Talk about how closely their finished product meets their design criteria.</p> <p>Nutrition skills: Understand where food comes from Group foods into the five groups in The Eatwell Plate. Cut, grate or peel ingredients safely. Prepare simple dishes-safely and hygienically -without using a heat source. Measure or weigh using cups or electronic scales.</p> <p>Vocabulary: products, analyse, needs/wants, sequence, prototype, annotate, refine, evaluate, strengths/weaknesses, criteria, Cut, peel, grate, nutrition, protein, carbohydrate, fats, fruit + vegetables, dairy, weigh, measure, cook, hygiene</p>
Science	Art
<p>As scientists we will studying:</p> <ul style="list-style-type: none"> - How to distinguish between an object and the material from which it is made - To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<p>Formal Elements of Art: Colour, texture, shape, pattern Art and Design Skills: Craft and Design Printing Key Artists: Andy Warhol, Henry Matisse, Yayoi Kusama, Bridget Riley End piece: Children will experiment with creating a printing tool to make an original piece of print art work As artists we will learn:</p>

<ul style="list-style-type: none"> - To describe and test the simple physical properties of a variety of everyday materials - To compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Working Scientifically: identifying and classifying, performing simple tests</p>	<p>As Artists we will:</p> <p>Explore colour, identifying primary and secondary colours and colour mixing</p> <p>Study the work of print artists</p> <p>Explore shape and texture</p> <p>Explore printing techniques</p> <p>Create own printing tool and original artwork</p> <p>Comment on our learning and the learning of our peers</p>
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will develop our understanding of:
<p>Fiction: Beegu Story Type: Journey Tale Book: Beegu Fiction: Monkey See Monkey Do Story Type: Journey Tale Non-fiction Instructions: How to keep your monkey happy Book: Monkey Puzzle</p> <p>Guided Reading Decoding Prosody Comprehension</p>	<p>Number: Place value within 10</p> <p>Number: Addition and subtraction within 10</p> <p>Geometry: Shape</p>

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in:</p> <p>Fundamentals and Health & Fitness (T1) Ball skills and Gymnastics (T2)</p>	<p>As Musicians we will develop music skills and knowledge through Bristol Beacon music curriculum:</p> <p>Unit 3 Animal rhythm plus Singing</p>
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <p>Programming A – Moving a robot (T1)</p>	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme: Me and My Relationships</p>

Programming B – Programming animations (T2)	In this unit we discuss our feelings and emotions and conflict / resolution in our relationships and friendships.
RE	
As philosophers we will explore the question: Who is a Christian and what do they believe? (<i>Good Samaritan, Lost sheep, stained glass windows</i>)	