



# What left that footprint? – Curriculum Driver

*If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)*

**Year Group and Term:** Year 1 and 2

**Topic Question:** What left that footprint?

**Topic Hook:** Follow the Gruffalo Trail.

**Prior Learning:** Understanding the world and what makes the world so wonderful?

**Linked Texts:** The Gruffalo, Room on the Broom, How to Trap a Dragon, Because, Leaf Man

**Value Focus and Linked Bible Story:** Perseverance –The Parable of the Lost Sheep

**Influential People:** Julia Donaldson, David Attenborough

**Legacy Outcome:** How will I leave a footprint on the world?

**Trips/Visits:** Newquay Zoo

## History

**Intent:** To understand what past, present and future means.

**Curriculum and Skills Links:** I can show an awareness of the past. I can understand how events fit within a timeline. I can identify similarities and differences between different periods in history. I can talk about a significant individual in the past.

**Transferable Concepts:** Links to types of animals in science (herbivore, carnivore etc), human and physical features in geography.

**Key Vocabulary:** Past, present, future, timeline.

**Main Objective(s):** Children will learn about the life of May Anning and her contribution to palaeontology.

**Impact:** Children will understand how we know about the past.

## Geography

**Intent:** To develop geographical skills and fieldwork.

**Curriculum and Skills Links:** I can use locational and directional language e.g. near, far, left and right. Describe the location of features on a map. Devise a simple map. Use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Transferable Concepts:** Outdoor learning (make a map using natural materials) literacy stories (Room on the Broom and the Gruffalo).

**Key Vocabulary:** Map, key, symbols, North, East, South, West, directions, human and physical features.

**Main Objective(s):** To make a map for the Gruffalo and characters in Room on the Broom.

**Impact:** Children will be able to use and follow a map.

## Science

**Intent:** To learn about the needs of different animals.

**Curriculum and Skills Links:** To know that animals including humans have offspring which grow into adults. To describe the basic needs of animals for survival. To identify and compare a variety of common animals (such as amphibians, reptiles etc) that are carnivores, omnivores and herbivores.

**Transferable Concepts:** History – Mary Anning.

**Key Vocabulary:** Food, water, shelter, air, fish, amphibian, reptile, mammal, bird, classify, carnivore, herbivore, omnivore, predator, prey, life cycle, birth, growth, reproduction, child, teenager, adult, elderly.

**Main Objective(s):** To classify different animals and create a life cycle for The Gruffalo.

**Impact:** Children will be able to identify, compare and classify different animals and order the life cycles of various animals including humans. Children will consider what kind of animal the Gruffalo is, his life cycle and his needs.

## RE

**Intent:** To learn about who Christians believe God is.

**Curriculum and Skills Links:** I know that Christianity is one of many faiths.

**Transferable Concepts:** To be reflective of their own faiths and beliefs, and who is important to them.

**Key Vocabulary:** God, Christians, Parable, Bible, prayer, belief.

**Main Objective(s):** To understand that Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him.

**Impact:** Children will begin to have an understanding of Christianity.

## Music

**Intent:** To create a high and low pitch using various instruments.

**Curriculum and Skills Links:** I can use my voice expressively and creatively by singing songs and speak chants and rhymes. I can experiment with, create, select and combine sounds. I can play untuned instruments.

**Transferable Concepts:** Literacy – Room on the Broom.

**Key Vocabulary:** chant, rhyme, sounds, names of instruments, pitch.

**Main Objective(s):** To use instruments to create sounds for different characters and actions in Room on the Broom.

**Impact:** Children will learn about the sounds that different instruments make and understand that pitch is how high or low a sound is.

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## Art and Design

**Intent:** To use a range of materials creatively.

**Curriculum and Skills Links:** I can use a range of materials creatively. I can develop and share my ideas, experiences and imagination to create a sculpture.

**Transferable Concepts:** Literacy 'Room on the Broom', Science – Natural materials, Geography – maps, Maths – measuring.

**Key Vocabulary:** Sculpture, sculpt, create, manipulate, features, design.

**Main Objective(s):** To use natural materials to create a sculpture of the creatures from Room on the Broom. To create leaf man art.

**Impact:** Children will use a range of materials creatively to design and make their own clay/natural material creatures.

## Design Technology

**Intent:** To understand where our food comes from in order to create a Gruffalo Banquet.

**Curriculum and Skills Links:** I can: Talk about where food comes from, prepare food safely, use a range of cooking utensils and techniques.

**Transferable Concepts:** Literacy- writing instructions, Maths – measuring, PSHE – Healthy and balanced meals.

**Key Vocabulary:** Healthy, diet, balance, energy, names of cooking utensils, instructions, recipe, prepare, ingredients.

**Main Objective(s):** To develop cooking skills needed to make a simple food dish.

**Impact:** Children will use their cooking skills to create their own Gruffalo Crumble muffin.

## Computing

**Intent:** To write an algorithm and program a Bee-bot.

**Curriculum and Skills Links:** I can: create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.

**Transferable Concepts:** Geography – maps. Maths – Directions.

**Key Vocabulary:** Bee-bot, program, instructions, directions, de-bug,

**Main Objective(s):** To program a Bee-bot to move around a simple map.

**Impact:** Children will program a Bee-bot to move around a simple map of the Gruffalo story.

## PE

**Intent:** To use gymnastic skills to travel, jump and land safely and in different ways.

**Curriculum and Skills Links:** I can: Develop balance, agility and coordination and begin to apply these in a range of activities.

**Transferable Concepts:** Science – animals.

**Key Vocabulary:** Balance, hop, control, muscles, shapes, travel, sequence, movement, position, apparatus, gymnastics, core.

**Main Objective(s):** To create a sequence of movements, including jumping and landing appropriately.

**Impact:** Children will perform and evaluate their own and others' sequences.

## PSHE

**Intent:** To learn about belonging to different communities.

**Curriculum and Skills Links:** I can: Talk about different communities and give examples of the ones I belong to, Know how to ask for help, Understand differences, Know how I can help people in my community.

**Transferable Concepts:** RE – belonging to religious communities.

**Key Vocabulary:** Belonging, community, differences, similarities.

**Main Objective(s):** To know that we all belong to different communities and to understand and accept differences.

**Impact:** Children will be able to talk about the communities that they are part of and why it is important.